

ENGLISH LANGUAGE AND COMPOSITION

SECTION I

Time—1 hour

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely fill in the corresponding circle on the answer sheet.

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

Questions 1-15. Read the following passage carefully before you choose your answers.

(This passage is excerpted from a publication by a contemporary biologist.)

We know less about life on earth than we know about the surface of the moon and Mars—in part because far less money has been spent studying it.

Line Taxonomy, the study of classification and hence of
5 biological diversity, has been allowed to dwindle, while other important fields such as space exploration and biomedical studies have flourished. Like glass-
blowing and harpsichord manufacture, taxonomy of
10 many kinds of organisms has been left in the hands of a small number of unappreciated specialists who have had few opportunities to train their successors. To
take one of hundreds of examples, two of the four
most abundant groups of small animals of the soil are
springtails and oribatid mites. Marvelously varied,
15 having complex life cycles, and teeming by the millions in every acre of land, these tiny animals play vital ecological roles by consuming dead vegetable
matter. Thus they help to drive the energy and
materials cycles on which all life depends. Yet there
20 are only four specialists in the United States who can identify springtails—one is retired—and only one is an expert on oribatid mites. The reason that so little
is heard about these important organisms in the
scientific literature and popular press is that there are
25 so few people who know enough to write about them at any level.

The general neglect of expertise in the face of
overwhelming need and opportunity rebounds to the
weakness of many other enterprises in science and
30 education. Museums are understaffed, with too few biologists to develop research collections and prepare exhibitions. Systematics, the branch of biology that
employs taxonomy and the study of similarities
among species to work out the evolution of groups of
35 organisms, is able to address only a minute fraction of life. Biogeography, the analysis of the distribution of organisms, is similarly hobbled. So is ecology, the
extremely important discipline that explores the

relationships of organisms to their environment and to
40 one another. A great deal of the future of biology depends on the strengthening of taxonomy, for if you can't tell one kind of plant or animal from another, you are in trouble. Some kinds of research may be
held up indefinitely. As the Chinese say, the
45 beginning of wisdom is getting things by their right names.

The study of classification and expertise on
"obscure" groups of organisms such as periwinkles,
leeches, springtails and mites may receive the needed
50 boost by association with what has come to be known as biodiversity studies. Biodiversity studies constitute a hybrid discipline that took solid form during the
1980s. They can be defined (a bit formally, I admit,
but bear with me) as follows: the systematic
55 examination of the full array of organisms and the origin of this diversity, together with the technology
by which diversity can be maintained and utilized for the benefit of humanity. Thus biodiversity studies are
both scientific in nature, a branch of pure evolutionary
60 biology, and applied studies, a branch of biotechnology.

Two events during the past quarter-century brought
biodiversity to center stage and encouraged the
deliberately hybrid form of its analysis. The first was
65 the recognition that human activity threatens the extinction of not only a few "star" species such as
giant pandas and California condors, but also a large
fraction of all the species of plants and animals on
earth. At least one-quarter of the species on earth are
70 likely to vanish due to the cutting and burning of tropical rainforests alone if the current rate of
destruction continues. The second reason for the new
prominence of biodiversity studies is the recognition
that extinction can be slowed and eventually halted
75 without significant cost to humanity. *Extinction is not a price we are compelled to pay for economic
progress.* Quite the contrary: As the examples of the
rosy periwinkle and medicinal leech suggest,
conservation can promote human welfare. Ultimately
80 conservation might even be necessary for continued
progress in many realms of human endeavor.

1. The primary purpose of the first paragraph (lines 1-26) is to
 - (A) inspire students to enter scientific professions
 - (B) argue that certain animal groups are becoming extinct
 - (C) encourage people to follow the progress of current scientific research
 - (D) call attention to the decline of a significant field of study
 - (E) explain the relationship between different scientific disciplines
2. The author mentions “glass-blowing and harpsichord manufacture” (lines 7-8) to suggest that taxonomy is
 - (A) a field characterized by antiquated practices
 - (B) an art that is extremely difficult to master
 - (C) a profession practiced by relatively few people
 - (D) an area of expertise with various practical applications
 - (E) a discipline that has limited usefulness
3. The series of phrases in lines 14-16 (“Marvelously varied . . . acre of land”) primarily conveys the
 - (A) critical job that springtails and oribatid mites perform in the natural environment
 - (B) ferocity with which springtails and oribatid mites compete for survival
 - (C) array of tiny animals that coexist with springtails and oribatid mites in the soil
 - (D) characteristics of springtails and oribatid mites
 - (E) life span of springtails and oribatid mites living in the soil
4. In the context of lines 19-22, the words “one is retired” are best described as
 - (A) a detail that makes a critical situation even more precarious
 - (B) a fact that is puzzling to the author and other biologists
 - (C) a claim that is of equal concern to scientists and the general public
 - (D) an excuse for outdated designs for research projects
 - (E) an aside that undermines the point about taxonomy that is being made
5. Which of the following best describes the relationship between the first and second paragraphs?
 - (A) The second paragraph illustrates the work of the specialists mentioned in the first paragraph.
 - (B) The second paragraph describes the effects of an issue raised in the first paragraph.
 - (C) The second paragraph questions the logic of an idea expressed in the first paragraph.
 - (D) The second paragraph considers factors that could remedy the situation discussed in the first paragraph.
 - (E) The second paragraph lists the practical applications of a theory proposed in the first paragraph.
6. The author cites a Chinese saying (lines 44-46) to emphasize the
 - (A) contrast between Eastern and Western science
 - (B) intricacy of the relationships that unite living beings
 - (C) necessity of using scientific knowledge in a responsible manner
 - (D) importance of taxonomy as a field of study
 - (E) danger of postponing biological research
7. The author uses the word “obscure” in line 48 to mean
 - (A) ambiguous
 - (B) incomprehensible
 - (C) not well known
 - (D) uncertain
 - (E) unusually small
8. The third paragraph (lines 47-61) serves which of the following functions?
 - (A) It explains the results of a controversial study.
 - (B) It compares examples that illustrate a point.
 - (C) It explores social and historical contexts.
 - (D) It speculates about a potential improvement.
 - (E) It presents an opposing point of view.

9. Which of the following is true of the position presented in lines 72-77 (“The second . . . progress”) ?
- (A) It is based on information provided at the beginning of the passage.
 - (B) It takes issue with the claims made in the previous sentence.
 - (C) It acknowledges that the solution to the problem will involve painful choices.
 - (D) It emphasizes that immediate action is essential for success.
 - (E) It suggests that an assumption held by many people may be incorrect.
10. One important purpose of the passage is to
- (A) urge the public to contribute money to a proposed taxonomy project
 - (B) argue that the public should focus on identifying and saving a few key species
 - (C) suggest that ecological conservation is a beneficial enterprise
 - (D) question why some species are better protected than others
 - (E) promote specific organizations devoted to improving global well-being
11. The primary rhetorical strategy in the passage is the
- (A) exemplification of key concepts and ideas
 - (B) narration of stories and use of personal references
 - (C) description of research methodologies
 - (D) comparison and contrast of differing viewpoints
 - (E) reevaluation of traditional notions of cause and effect
12. In the passage, italics are used to highlight
- (A) citations from different authorities
 - (B) ideas that scientists consider outdated
 - (C) the hypotheses that the author challenges
 - (D) trends that the author has encouraged
 - (E) the major points of the author’s argument
13. The author’s tone is best described as
- (A) polite yet condescending
 - (B) concerned yet hopeful
 - (C) critical and indignant
 - (D) eager and amazed
 - (E) pessimistic and discouraged
14. The passage is most likely excerpted from
- (A) an educational article promoting awareness of a critical scientific issue
 - (B) a scholarly essay substantiating the veracity of a recent scientific discovery
 - (C) a historical document describing public funding for biodiversity studies
 - (D) a research report criticizing the behavior of both sides in a current scientific debate
 - (E) an informational pamphlet discussing exhibits in a natural history museum
15. It can be inferred from the passage that the author assumes the reader is
- (A) an expert questioning every aspect of the author’s argument
 - (B) a generalist who needs an explanation of specialized concepts
 - (C) a student seeking facts in order to develop a testable thesis
 - (D) a colleague evaluating a proposal for a research project
 - (E) an enthusiast aware of current discoveries and debates

Questions 16-28. Read the following passage carefully before you choose your answers.

(This passage is taken from a book that examines Canadian book clubs.)

Line So pronounced is the book-club phenomenon
that the format has spread to other venues and media,
the most famous of these being the ‘book club’
5 component of Oprah Winfrey’s television talk show.
Staged like an actual book-group meeting, with
invited discussants and a cozy living-room setting,
the Winfrey show can boost a featured title to instant
bestsellerdom and turn authors into stars. There
are now ‘book clubs’ online, in bookstores, and
10 functioning as consumer focus groups for publishers.¹
Colleges, bookstores, and resorts have recently
begun to develop ‘readers’ retreats.’² Newsletters,
magazines, newspapers, and published guides advise
readers how to find, establish, and manage successful
15 clubs.³

The widespread popularity of these reading groups
has even occasioned a form of ‘book-club backlash.’
In a newspaper opinion piece titled ‘Why I Won’t
Join the Book Club,’ one contributor expressed alarm
20 that reading was becoming another scheduled activity
to be slotted in ‘like the trip to the gym and the
grocery store’; self-improving readers ‘pop’ books as
they would vitamin tablets. But books ‘are not about
schedules,’ author Stephanie Nolen argues; rather,
25 they are ‘about submerging yourself . . . about getting
lost, about getting consumed.’⁴ Considerable attention
was garnered by another article, detailing the darker
side of some New York City reading groups.
Headlined ‘Book-Club Lovers Wage a War of Words’
30 when reprinted by the *Globe and Mail*, it could
equally well have been titled ‘When Book Clubs Go
Bad’: ‘No longer just friendly social gatherings with
a vague continuing-education agenda, many of
today’s book groups have become literary pressure
35 cookers, marked by aggressive intellectual one-
upmanship and unabashed social skirmishing. In
living rooms and bookshops, clubs are frazzling under
the stress, giving rise to a whole new profession: the
book-group therapist.’⁵ The clubs that Elaine Daspin
40 describes here seem to be functioning as
unconsciousness- rather than consciousness-raising
sessions, where competitive readers battle for
interpretive supremacy. While book-club therapists
may well be confined to the rarefied worlds of the
45 Upper East Side or Long Island, authors of recent
book-club guides reiterate the need to establish
common purposes, regular routines, and guidelines
for thorough preparation.

Clearly, the positives outweigh the pitfalls; book
50 clubs are in demand because they offer individual
readers an extra dimension of appreciation and
understanding. Yet despite the fact that shared
discussion of literary texts is also the foundation
of literary study in school, college, and university
55 classrooms, literary theorists and reader-response
critics have yet to devote much attention to such
shared and synergistic study, instead construing
readers as isolates or abstractions. (Studies tend
to focus on the emotional responses or cognitive
60 activities of individual readers, or to infer such
reactions by examining the properties of a literary
text.) But club and classroom participants know that
there is something different, something added, about
sharing and discussing literature with other people.

¹ For an example of an online ‘book club’—this one produced by a mass-market circulation women’s magazine—see *Conversations (Book Club)* on Chateleine Connects at www.canoe.ca/chateleine.

² For example, Vancouver bookseller Celia Duthie is developing such ‘retreats’ at a country inn. There are discussion periods and visits by authors and, most importantly, time to read. See Keyes, ‘Out of the Woods.’

³ Some popular guides are Greenwood et al., *The Go on Girl!*; Jacobson, *The Reading Group Handbook*; and Saal, *The New York Public Library Guide to Reading Groups*. A new entry to the field, developed with a particular eye to the needs of Canadian clubs, is Heft and O’Brien, *Build a Better Book Club*.

⁴ Nolen, ‘Why I Won’t Join the Book Club’

⁵ Daspin, ‘Book-Club Lovers Wage a War of Words.’ The piece originally appeared in the *Wall Street Journal*.

16. The organization of the passage can best be described as
- (A) personal narrative followed by analysis
 - (B) empirical data followed by conjecture
 - (C) nonjudgmental explanation of a current phenomenon followed by a question
 - (D) descriptive analysis followed by a final judgment
 - (E) condemnation of a practice followed by partial acceptance
17. In context, the author places the term “book club” in quotation marks in lines 3 and 9 in order to
- (A) show that these are humorous examples
 - (B) highlight how formal some of these clubs are
 - (C) reveal that the book clubs that appear online or on television are unsatisfactory
 - (D) suggest that the term is being broadened beyond its original meaning
 - (E) imply that many book club members do not like the term
18. The first paragraph (lines 1-15) serves to
- (A) explain why the author enjoys one way of reading
 - (B) describe the extension of a particular activity into nontraditional areas
 - (C) make generalizations that will be developed later
 - (D) explore ways in which people can structure free time
 - (E) detail the power of media and mass marketing to censor
19. According to lines 23-26, Stephanie Nolen’s primary criticism of book clubs is that they
- (A) are too programmed
 - (B) do not offer enough variety
 - (C) cause readers to be anxious
 - (D) overlook many classics
 - (E) forego quality for quantity
20. The clubs referred to in line 39 are discussed in
- (A) the online discussion group of a particular book club
 - (B) a study sponsored by book club participants
 - (C) an editorial in a Canadian magazine
 - (D) a guide written by Elaine Daspin
 - (E) an article published in the *Wall Street Journal*
21. The “recent book-club guides” (lines 45-46) tend to emphasize
- (A) how book clubs need to be structured and regular in order to succeed
 - (B) how difficult it is to start a book club in New York
 - (C) how often even the best book clubs fail
 - (D) the variety of reasons that people have for starting book clubs
 - (E) the challenges of selecting books for discussion
22. The last paragraph (lines 49-64) marks a shift from
- (A) popular to academic contexts
 - (B) supported to unsound generalizations
 - (C) impersonal to personal examples
 - (D) subtle irony to explicit sarcasm
 - (E) neutral to negative characterization of book clubs
23. The function of lines 52-58 (“Yet despite . . . abstractions”) is to
- (A) argue for the value of a particular literary theory
 - (B) explain how important it is not to make abstract judgments
 - (C) point out a discrepancy between teaching practices and literary theory
 - (D) highlight the demand for a way to measure emotional responses to texts
 - (E) explore the author’s views about reading in isolation
24. The final sentence (lines 62-64) serves to
- (A) conclude an argument begun in the first paragraph
 - (B) suggest a probable cause for an ongoing phenomenon
 - (C) argue that publishers need to pay more attention to book clubs
 - (D) offer a final analysis of the phenomenon described in the second paragraph
 - (E) explain why the author has chosen a particular field of study

25. One function of sentence 3 (lines 8-10) and endnote 1 is to
- (A) give an example of a group that earns money by reading
 - (B) show that book clubs are not intended for literary scholars
 - (C) note the connection between marketing and book clubs
 - (D) cite one book club as a particular model of excellence
 - (E) suggest the benefits of online discussion groups
26. It can be inferred from endnote 2 that “ ‘Out of the Woods’ ” is
- (A) an article about a type of retreat
 - (B) an exposé about fee-based book clubs
 - (C) an essay about book club protocol
 - (D) a meditation on favorite works by famous authors
 - (E) an article about how to start a traditional book club
27. The function of endnote 3 is to
- (A) offer specific examples of one of the types of resources mentioned
 - (B) convince the reader of the value of book clubs
 - (C) test whether the reader is interested in particular books
 - (D) evaluate tips on how to set up book clubs
 - (E) compare the strengths and weaknesses of certain books
28. The information in endnote 2 is different from that in endnote 3 in that endnote 2
- (A) is critical while endnote 3 is neutral
 - (B) assumes that readers do not like research while endnote 3 assumes that readers like research
 - (C) is concerned with local book clubs while endnote 3 relates to global issues
 - (D) primarily provides an illustration of a phenomenon while endnote 3 primarily lists resources
 - (E) relates mostly to marketing while endnote 3 relates mostly to cultural conflicts in book clubs

Questions 29-41. Read the following passage carefully before you choose your answers.

(This passage is from a contemporary essay.)

Landscape thus has similarities with dreams. Both have the power to seize terrifying feelings and deep instincts and translate them into images—visual, aural, tactile—into the concrete where human beings may more readily confront and channel the terrifying instincts or powerful emotions into rituals and narratives which reassure the individual while reaffirming cherished values of the group. The identity of the individual as a part of the group and the greater Whole is strengthened, and the terror of facing the world alone is extinguished.

Even now, the people at Laguna Pueblo spend the greater portion of social occasions recounting recent incidents or events which have occurred in the Laguna area. Nearly always, the discussion will precipitate the retelling of older stories about similar incidents or other stories connected with a specific place. The stories often contain disturbing or provocative material, but are nonetheless told in the presence of children and women. The effect of these inter-family or inter-clan exchanges is the reassurance for each person that she or he will never be separated or apart from the clan, no matter what might happen. Neither the worst blunders or disasters nor the greatest financial prosperity and joy will ever be permitted to isolate anyone from the rest of the group. In the ancient times, cohesiveness was all that stood between extinction and survival, and, while the individual certainly was recognized, it was always as an individual simultaneously bonded to family and clan by a complex bundle of custom and ritual. You are never the first to suffer a grave loss or profound humiliation. You are never the first, and you understand that you will probably not be the last to commit or be victimized by a repugnant act. Your family and clan are able to go on at length about others now passed on, others older or more experienced than you who suffered similar losses.

The wide deep arroyo near the Kings Bar (located across the reservation borderline) has over the years claimed many vehicles. A few years ago, when a Vietnam veteran's new red Volkswagen rolled backwards into the arroyo while he was inside buying a six-pack of beer, the story of his loss joined the lively and large collection of stories already connected with that big arroyo. I do not know whether the Vietnam veteran was consoled when he was told the stories about the other cars claimed by the ravenous arroyo. All his savings of combat pay had gone for the red

Volkswagen. But this man could not have felt any worse than the man who, some years before, had left his children and mother-in-law in his station wagon with the engine running. When he came out of the liquor store his station wagon was gone. He found it and its passengers upside down in the big arroyo. Broken bones, cuts and bruises, and a total wreck of the car. The big arroyo has a wide mouth. Its existence needs no explanation. People in the area regard the arroyo much as they might regard a living being, which has a certain character and personality. I seldom drive past that wide deep arroyo without feeling a familiarity with and even a strange affection for this arroyo. Because as treacherous as it may be, the arroyo maintains a strong connection between human beings and the earth. The arroyo demands from us the caution and attention that constitute respect. It is this sort of respect the old believers have in mind when they tell us we must respect and love the earth.

29. The author argues that landscapes and dreams are similar in which of the following ways?
- (A) Both give visible shape to intangible emotions.
 - (B) Both lend themselves to solitary contemplation.
 - (C) Both serve to disturb or alter the status quo.
 - (D) Both have surprising and unforeseen contours.
 - (E) Both reveal the insecurities of the person who experiences them.
30. The words “Even now” (line 12) and “Nearly always” (line 15) serve to
- (A) reveal the contradictory perspectives in Laguna Pueblo legends
 - (B) stress the continuing place of legend in Laguna culture
 - (C) attest to the factual basis of many legendary events
 - (D) concede that legends can play several distinct cultural roles
 - (E) qualify the author's point that legends are relevant to modern human experience

31. Which of the following best describes the effect of the repetition of the word “you” in lines 31-35 ?
- (A) It disassociates the author from Laguna stories and rituals.
 - (B) It emphasizes the consoling effects of Laguna stories for an individual.
 - (C) It stresses the author’s sympathy for the sufferings of the Lagunas.
 - (D) It contrasts with the intimate tone established earlier in the passage.
 - (E) It undermines statements about the commonality of certain experiences.
32. The shift from the second to the third paragraph represents a shift from
- (A) generalization to specific example
 - (B) one universal observation to another
 - (C) assertive to speculative writing
 - (D) a metaphorical flourish to a literal proposition
 - (E) a focused argument to a digression
33. In lines 41-46 (“A few . . . arroyo”), the author cites the loss of the Vietnam veteran’s car primarily to
- (A) point out the dangers of careless driving
 - (B) exemplify the treatment of veterans of the Vietnam War
 - (C) demonstrate that loss of property is unimportant when compared with loss of life
 - (D) provide an example of a story that will be retold
 - (E) warn others who might tempt fate in a similar way
34. The story told in lines 50-57 (“But this . . . the car”) serves to
- (A) retell an ancient Laguna myth in contemporary terms
 - (B) convey the author’s concern about the consequences of the Vietnam War
 - (C) ironically highlight how awful the veteran’s predicament really was
 - (D) illustrate that the veteran’s disaster was not just an individual, isolating experience
 - (E) examine why the arroyo inspires fear and dread
35. The sentence in line 57 (“The big arroyo has a wide mouth”) uses which of the following?
- (A) Paradox
 - (B) Satire
 - (C) Personification
 - (D) Contrast
 - (E) Simile
36. The statement that the arroyo’s “existence needs no explanation” (line 58) resembles most closely the view of
- (A) the “individual” (line 9)
 - (B) “children” (line 20)
 - (C) the Vietnam veteran (line 42)
 - (D) the man whose station wagon rolled into the arroyo (lines 50-57)
 - (E) “the old believers” (line 67)
37. The author feels a “strange affection” (line 62) for the arroyo primarily because it
- (A) is depicted as having human qualities in many Laguna legends
 - (B) symbolizes how resilient the natural landscape can be when it is abused
 - (C) is a place that has been familiar since childhood
 - (D) attracts visitors who are interested in the Laguna area
 - (E) generates stories and legends that connect the local inhabitants to the earth
38. The author’s devices of argument in the passage include which of the following?
- I. Reinforcing a case by including a personal perspective
 - II. Providing a specific example to illustrate an abstract concept
 - III. Citing the evidence of historical scholarship
- (A) I only
 - (B) I and II only
 - (C) I and III only
 - (D) II and III only
 - (E) I, II, and III

39. The author values storytelling because a storyteller has the power to
- (A) give listeners the means to prioritize random events
 - (B) remind listeners that most experiences have a happy outcome
 - (C) help listeners to realize that their troubles are not unique
 - (D) permit listeners to enjoy the pleasure of a suspenseful tale
 - (E) answer questions that have previously baffled listeners
40. Taken as a whole, the passage is best described as
- (A) an implicit defense of a controversial idea
 - (B) an expository piece relying chiefly on comparison and contrast
 - (C) an explanatory account including historical and contemporary perspectives
 - (D) a descriptive passage built on a sequence of mythic events
 - (E) a satiric investigation and refutation of outdated beliefs
41. The author would be most likely to describe the legends of the people at Laguna Pueblo as which of the following?
- (A) A body of stories periodically refreshed by the addition of relevant new stories
 - (B) A set of stories requiring frequent revision to reflect linguistic change
 - (C) A series of fragile constructions, vulnerable to being forgotten and lost
 - (D) Direct transcriptions of their storytellers' most vivid dreams
 - (E) Imaginative responses to unprecedented human victories and disappointments

Questions 42-55. Read the following passage carefully before you choose your answers.

(This passage is from the preface to a work published early in the nineteenth century.)

The prevailing taste of the public for anecdote has been censured and ridiculed by critics, who aspire to the character of superior wisdom: but if we consider it in a proper point of view, this taste is an incontestible proof of the good sense and profoundly philosophic temper of the present times. Of the numbers who study, or at least who read history, how few derive any advantage from their labors! The heroes of history are so decked out by the fine fancy of the professed historian; they talk in such measured prose, and act from such sublime or such diabolical motives, that few have sufficient taste, wickedness or heroism, to sympathize in their fate. Besides, there is much uncertainty even in the best authenticated ancient* or modern histories; and that love of truth, which in some minds is innate and immutable, necessarily leads to a love of secret memoirs and private anecdotes. We cannot judge either of the feelings or of the characters of men with perfect accuracy from their actions or their appearance in public; it is from their careless conversations, their half-finished sentences, that we may hope with the greatest probability of success to discover their real characters. The life of a great or of a little man written by himself, the familiar letters, the diary of any individual published by his friends, or by his enemies after his decease, are esteemed important literary curiosities. We are surely justified in this eager desire to collect the most minute facts relative to the domestic lives, not only of the great and the good, but even of the worthless and insignificant, since it is only by a comparison of their actual happiness or misery in the privacy of domestic life, that we can form a just estimate of the real reward of virtue, or the real punishment of vice. That the great are not as happy as they seem, that the external circumstances of fortune and rank do not constitute felicity, is asserted by every moralist; the historian can seldom, consistently with his dignity, pause to illustrate this truth, it is therefore to the biographer we must have recourse. After we have beheld splendid characters playing their parts on the great theatre of the world, with all the advantages of stage effect and decoration, we anxiously beg to be admitted behind the scenes, that we may take a nearer view of the actors and actresses.

Some may perhaps imagine, that the value of biography depends upon the judgment and taste of the biographer; but on the contrary it may be maintained, that the merits of a biographer are inversely as

the extent of his intellectual powers and of his literary talents. A plain unvarnished tale is preferable to the most highly ornamented narrative. Where we see that a man has the power, we may naturally suspect that he has the will to deceive us, and those who are used to literary manufacture know how much is often sacrificed to the rounding of a period or the pointing an antithesis.

* ancient

42. In the context of the entire passage, the word “anecdote” (line 1) is best understood to mean
- (A) an unreliable secondhand account
 - (B) an official government document
 - (C) a narrative in the style of a morality play
 - (D) an informal story involving personal details
 - (E) a timeless legend
43. The author portrays the critics mentioned in line 2 as people who are likely to
- (A) identify with the public at large
 - (B) become the subjects of biography
 - (C) be profoundly philosophical
 - (D) keep diaries themselves
 - (E) prefer formal history
44. The author’s strategy in lines 1-8 is to
- (A) flatter those who would criticize popular opinions
 - (B) incite readers to act in a manner inconsistent with their beliefs
 - (C) moralize about the injustices present in society
 - (D) build a logical argument and support it with facts from history
 - (E) promote an impression of sympathy with public preferences

45. In the context of the passage, the reason that few who read history “derive any advantage from their labors” (lines 7-8) is that
- (A) the common reader is unable to appreciate what he or she reads
 - (B) the historian’s preoccupation with facts makes for dull reading
 - (C) the focus of history on the distant past is too remote for most readers
 - (D) the historian tends to present historical figures unrealistically
 - (E) most historical accounts tend to moralize
46. In line 13, “their fate” refers to the fate of
- (A) readers
 - (B) literary critics
 - (C) historical figures
 - (D) fictional characters
 - (E) victims of misfortune
47. The author suggests that the preference of many readers for “secret memoirs and private anecdotes” (lines 16-17) is
- (A) a reprehensible reaction in terms of its consequences
 - (B) a grudging response to heroic lives
 - (C) an unfortunate lapse in propriety
 - (D) a justifiable form of curiosity
 - (E) a natural result of a love of fiction
48. In context, the phrase “half-finished sentences” (line 21) can best be described as
- (A) an allusion to ineffective style
 - (B) a reference to informal candor
 - (C) an apology for incomplete histories
 - (D) a symbol of the arrogance of great people
 - (E) an ironic statement about fastidiousness
49. In the context of the sentence in which it occurs, the phrase “consistently with his dignity” (line 37) points out
- (A) the conflict between decorum and thoroughness for the historian
 - (B) the loss of esteem suffered by the historian
 - (C) the social gulf between historians and biographers
 - (D) the expertise that the historian brings to a work
 - (E) public disdain for undignified narrative
50. The sentence “Some may . . . talents” (lines 45-50) includes all of the following EXCEPT a
- (A) personal anecdote
 - (B) paradoxical statement
 - (C) premise for consideration
 - (D) refutation of an assumption
 - (E) logical extension of ideas expressed in the first paragraph
51. The purpose of the sentence “A plain . . . narrative” (lines 50-51) is to
- (A) propose a self-contradictory opinion for consideration
 - (B) elaborate on a specific anecdote
 - (C) shift the thematic focus considerably
 - (D) develop a statement made in the previous sentence
 - (E) create a stylistic effect through literary allusion

The passage is reprinted for your use in answering the remaining questions.

(This passage is from the preface to a work published early in the nineteenth century.)

Line The prevailing taste of the public for anecdote has
5 been censured and ridiculed by critics, who aspire to
the character of superior wisdom: but if we consider it
in a proper point of view, this taste is an incontestible
proof of the good sense and profoundly philosophic
temper of the present times. Of the numbers who study,
or at least who read history, how few derive any advantage
from their labors! The heroes of history are so
decked out by the fine fancy of the professed historian;
10 they talk in such measured prose, and act from such
sublime or such diabolical motives, that few have sufficient
taste, wickedness or heroism, to sympathize in
their fate. Besides, there is much uncertainty even in
the best authenticated ancient* or modern histories;
15 and that love of truth, which in some minds is innate
and immutable, necessarily leads to a love of secret
memoirs and private anecdotes. We cannot judge either
of the feelings or of the characters of men with perfect
accuracy from their actions or their appearance
20 in public; it is from their careless conversations, their
half-finished sentences, that we may hope with the
greatest probability of success to discover their real
characters. The life of a great or of a little man written
by himself, the familiar letters, the diary of any individual
25 published by his friends, or by his enemies after
his decease, are esteemed important literary curiosities.
We are surely justified in this eager desire to collect the
most minute facts relative to the domestic lives, not
only of the great and the good, but even of the worthless
30 and insignificant, since it is only by a comparison
of their actual happiness or misery in the privacy of
domestic life, that we can form a just estimate of the
real reward of virtue, or the real punishment of vice.
That the great are not as happy as they seem, that the
35 external circumstances of fortune and rank do not
constitute felicity, is asserted by every moralist; the
historian can seldom, consistently with his dignity,
pause to illustrate this truth, it is therefore to the biographer
we must have recourse. After we have beheld
40 splendid characters playing their parts on the great
theatre of the world, with all the advantages of stage
effect and decoration, we anxiously beg to be admitted
behind the scenes, that we may take a nearer view of
the actors and actresses.

45 Some may perhaps imagine, that the value of
biography depends upon the judgment and taste of
the biographer; but on the contrary it may be maintained,
that the merits of a biographer are inversely as

the extent of his intellectual powers and of his literary
50 talents. A plain unvarnished tale is preferable to the
most highly ornamented narrative. Where we see that
a man has the power, we may naturally suspect that he
has the will to deceive us, and those who are used to
literary manufacture know how much is often sacrificed
55 to the rounding of a period or the pointing an
antithesis.

* ancient

52. The author uses the phrase “highly ornamented narrative” (line 51) to refer to the type of writing that is
- (A) preferred by most readers
 - (B) produced by biographers skilled at writing
 - (C) found in secret journals
 - (D) presented most realistically
 - (E) rejected by historians
53. In the final sentence (lines 51-56), the author presents “the rounding of a period” and “the pointing an antithesis” as examples of
- (A) techniques ignored by most historians
 - (B) flourishes that can obscure truth
 - (C) inaccuracies that can slip into biographies
 - (D) techniques that appeal to most readers
 - (E) fine points that historical writers should employ

54. Taken as a whole, the passage is best described as

- (A) an indignant response to a personal affront
- (B) a documented presentation of facts
- (C) a casual reaction to a problem
- (D) an extended definition of a term
- (E) an argument employing illustrative comparisons

55. Of the following contrasts, which pertains most directly to the theme of the passage?

- (A) “sublime” (line 11) and “diabolical” (line 11) motives
- (B) “antient” (line 14) and “modern” (line 14) histories
- (C) “their appearance in public” (lines 19-20) and “their real characters” (lines 22-23)
- (D) “great” (line 29) and “insignificant” (line 30) persons
- (E) “virtue” (line 33) and “vice” (line 33)

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

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

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR ANSWER SHEET**

**Answer Key for AP English Language and Composition
Practice Exam, Section I**

Multiple-Choice Questions	
Question #	Key
1	D
2	C
3	D
4	A
5	B
6	D
7	C
8	D
9	E
10	C
11	A
12	E
13	B
14	A
15	B
16	D
17	D
18	B
19	A
20	E
21	A
22	A
23	C
24	B
25	C
26	A
27	A

28	D
29	A
30	B
31	B
32	A
33	D
34	D
35	C
36	E
37	E
38	B
39	C
40	C
41	A
42	D
43	E
44	E
45	D
46	C
47	D
48	B
49	A
50	A
51	D
52	B
53	B
54	E
55	C