

# Practice Exam

## Exam Content and Format

The AP English Language and Composition Exam is 3 hours and 15 minutes long. There are two sections:

- Section I is 1 hour and consists of 45 multiple-choice questions, accounting for 45 percent of the final score.
- Section II is 2 hours, 15 minutes and consists of 3 free-response questions accounting for 55 percent of the final score.

## Administering the Practice Exam

This section contains instructions for administering the AP English Language and Composition Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud. Before beginning testing, have all exam materials ready for distribution. These include test booklets and answer sheets. (Reminder: Final instructions for every AP Exam are published in the AP Exam Instructions book.)

### SECTION I: Multiple Choice

When you are ready to begin Section I, say:

**Section I is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. If you need to erase, do so carefully and completely. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.**

**You have 1 hour for this part. Open your Section I booklet and begin.**

Note Start Time \_\_\_\_\_. Note Stop Time \_\_\_\_\_.

After 50 minutes, say:

**There are 10 minutes remaining.**

After 10 minutes, say:

**Stop working. I will now collect your Section I booklet and multiple-choice answer sheet.**

There is a 10-minute break between Sections I and II.

Name: \_\_\_\_\_

**AP<sup>®</sup> English Language and Composition  
Answer Sheet  
for Multiple-Choice Section**

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# AP<sup>®</sup> English Language and Composition Exam

## SECTION I: Multiple Choice

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

### At a Glance

**Total Time**

1 hour

**Number of Questions**

45

**Percent of Total Score**

45%

**Writing Instrument**

Pencil required

### Instructions

Section I of this exam contains 45 multiple-choice questions.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work.

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the English faculty who serve on the AP English Language and Composition Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

## ENGLISH LANGUAGE AND COMPOSITION

### SECTION I

Time—1 hour

45 Questions

**Directions:** This part consists of selections from nonfiction works and questions on their rhetorical situation, claims and evidence, reasoning and organization, and style. After reading each passage, choose the best answer to each question and then enter the letter in the corresponding space on the answer sheet.

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

**Questions 1 - 13. Read the following passage carefully before you choose your answers.**

*(This passage is excerpted from a book published in 2002.)*

Lakota tradition encouraged its fighting men to publicly recount their exploits in battle. *Waktoglaka* (*wah-kto-glah-kah*) is the word for that old custom, meaning “to tell of one’s victories.” It seems illogical that a culture in which humility was a virtue could allow its fighting men to brag in public. There was, however, an essential requirement: Each and every action recounted had to be verified by at least one witness. That verification ensured the truth. To truthfully describe one’s action in combat through the forum of ceremony was not considered bragging because the recounting—the story of the action—was a gift. It became part of the identity and the lore of the storyteller’s warrior society, and it served to strengthen the entire village—not to mention that the deed recounted served as an example for young men to emulate.

Most men who did the *waktoglaka* did not repeat the story unless asked because they realized the value of humility. While exploits in the arena of combat were the way to establish and enhance a good reputation and gain status in the community, lack of appropriate humility was a sure way to taint one’s reputation and erode hard-won status. In other words, once the battle was over it was time to be humble.

To traditional Lakota, humility was the one virtue that enhanced other virtues. To be generous was good, for example, as long as one did not call attention to his or her generosity. Anything good that

was done or said with humility carried more impact. According to all the stories, one of the most humble of all Lakota was Crazy Horse.

Crazy Horse was an Oglala Lakota. The Oglala, which means “to scatter one’s own,” were (and are) one of the seven Lakota groups. His is one of the most familiar names to emerge from the turbulent nineteenth century in the American West. In western American history, written by Euro-Americans, he is popularly regarded as the conqueror of both General George Crook and Lieutenant Colonel George Custer. On June 17, 1876, he led seven hundred to nine hundred Lakota and Cheyenne warriors and stopped Crook’s northward advance at the Battle of the Rosebud, on the Rosebud River in what is now north central Wyoming. Eight days later, one thousand to twelve hundred Lakota and Northern Cheyenne warriors under his leadership, as well as the able leadership of several other notable Lakota battlefield leaders, defeated Custer’s Seventh Cavalry at the Battle of the Little Bighorn. Crazy Horse was thirty-six years old at the time, and his combat experience and leadership helped to thwart—albeit temporarily—the United States Army’s grand plan of 1876 to capture and herd all the Lakota onto reservations once and for all. But we Lakota don’t remember him primarily because he defeated Crook or Custer; we remember him because—in spite of his larger-than-life achievements on the field of battle—he was a humble man.

Crazy Horse was born to be a warrior and a leader. He had an ability to stay calm in the midst of chaos and confusion, and to lead by example. In the Lakota society of his day the arena of combat provided opportunities for fighting men to display skill and courage. Acts of bravery on the battlefield earned

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As a matter of fact, Crazy Horse's steadiness under fire earned him his first adult name, prior to Crazy Horse. Because he had a habit of dismounting in the midst of fighting, then kneeling beside his war horse to take deliberate aim at the enemy, he became known as His Horse Stands in Sight. Such conduct earned him more combat honors by his early twenties than most men achieved in an entire lifetime. He was known far and wide for his daring and recklessness in combat, but also for his ability to make good tactical decisions. If anyone earned the right to participate in the waktoglaka ceremony, it was he. But according to all the stories handed down about him he never did.

For all of his life Crazy Horse was painfully shy and probably spoke in public only twice. Though he was entitled to wear the symbols of his many achievements on the battlefield—eagle feathers—he was known to dress plainly. If he wore any decoration at all it was usually a single feather.

1. The passage is most likely excerpted from which of the following?
  - (A) A Lakota folk tale that encourages youth to emulate an important elder
  - (B) A cultural analysis that reveals the mythology of Lakota warrior society
  - (C) A Lakota author's account of his ancestral culture's history and values
  - (D) An attempt to reconcile the different values expressed in Lakota society
  - (E) An instructional guide that teaches readers the Lakota path to humility
2. Which of the following statements best summarizes the main claim about Crazy Horse's cultural legacy that is developed in the passage?
  - (A) He exemplifies the Lakota culture's devotion to truth.
  - (B) He embodies the virtue of humility in Lakota society.
  - (C) He symbolizes the fate of Lakota warriors who fail at waktoglaka.
  - (D) He epitomizes the Lakota warrior who enhances his status by telling stories.
  - (E) He typifies the Lakota warrior who is overly concerned with appearances.
3. According to the fourth paragraph, the battles of June 1876 established Crazy Horse's reputation for which of the following?
  - (A) Denunciation of his people's praise
  - (B) Commitment to telling only true war stories
  - (C) Generosity to his enemies as well as his friends
  - (D) Shyness about ceremonial displays
  - (E) Leadership skill on the battlefield
4. Which of the following best describes how the author represents "western American history, written by Euro-Americans" (paragraph 4, sentence 4) ?
  - (A) He rejects it as a false and biased account of the Lakota people.
  - (B) He acknowledges it while suggesting Lakota stories offer a different perspective.
  - (C) He reveres it for its precise methodology and its adherence to objective truth.
  - (D) He denounces it as an attempt to excuse the ineptitude of Crook and Custer.
  - (E) He ignores it in order to present the Lakota people's more comprehensive account.

**GO ON TO THE NEXT PAGE.**

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

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Most men who did the *waktoglaka* did not repeat the story unless asked because they realized the value of humility. While exploits in the arena of combat were the way to establish and enhance a good reputation and gain status in the community, lack of appropriate humility was a sure way to taint one’s reputation and erode hard-won status. In other words, once the battle was over it was time to be humble.

To traditional Lakota, humility was the one virtue that enhanced other virtues. To be generous was good, for example, as long as one did not call attention to his or her generosity. Anything good that was done or said with humility carried more impact. According to all the stories, one of the most humble of all Lakota was Crazy Horse.

Crazy Horse was an Oglala Lakota. The Oglala, which means “to scatter one’s own,” were (and are) one of the seven Lakota groups. His is one of the most familiar names to emerge from the turbulent nineteenth century in the American West. In western American history, written by Euro-Americans, he is popularly regarded as the conqueror of both General George Crook and Lieutenant Colonel George Custer. On June 17, 1876, he led seven hundred to nine hundred Lakota and Cheyenne warriors and stopped Crook’s northward advance at the Battle of the Rosebud, on the Rosebud River in what is now north central Wyoming. Eight days later, one thousand to twelve hundred Lakota and Northern Cheyenne

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5. In his description of the United States Army's plan "to capture and herd all the Lakota onto reservations once and for all" toward the end of the fourth paragraph, the author's tone conveys which of the following?
- (A) Admiration for the scope of the Army's military ambitions
  - (B) Disapproval of the Army's dehumanizing treatment of the Lakota
  - (C) Awe at the Army's sophisticated strategies and superior weaponry
  - (D) Indignation at the Army's previous failures to follow through on the plan
  - (E) Pride in the Army's foresight and superior managerial skills
6. In the last sentence of the fourth paragraph, the author's focus shifts from
- (A) the turbulent nineteenth century to the peaceful present
  - (B) the Oglala Lakota to the other six Lakota groups
  - (C) Crazy Horse to General Crook and Lieutenant Colonel Custer
  - (D) Euro-American history to Lakota cultural memory
  - (E) Crazy Horse's reputation among the Lakota to his place in history books
7. Sitting Bull's example in the fifth paragraph illustrates which feature of Lakota culture?
- (A) Lakota politicians were contemplative while Lakota warriors were men of action.
  - (B) Warrior societies offered a path of entry into political power structures.
  - (C) Athletic victories in the arena were as significant as military victories in battle.
  - (D) Different groups within the Lakota prioritized different methods of leadership.
  - (E) Age and experience are even more desirable leadership qualities than bravery to the Lakota.
8. In the sixth paragraph, the author uses the story of the name His Horse Stands in Sight to illustrate which of the following?
- (A) Crazy Horse's combination of recklessness and calculating calm
  - (B) Mounted battle tactics that came to characterize Lakota warfare
  - (C) The importance of a Lakota warrior's skill in horseback riding
  - (D) Crazy Horse's reputation among his people as a model of humility
  - (E) The storytelling style of a participant in the waktoglaka ceremony

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9. The passive constructions “he became known” (paragraph 6, sentence 2) and “he was known” (paragraph 7, sentence 2) suggest that the author holds which of the following beliefs about Crazy Horse?
- (A) Crazy Horse did not know himself as well as his tribesmen knew him.
  - (B) Stories by his contemporaries offer a credible record of Crazy Horse’s life.
  - (C) Crazy Horse’s habits and appearance are thoroughly documented by historians.
  - (D) Common knowledge supports the author’s firsthand observations of Crazy Horse.
  - (E) Crazy Horse’s reputation and appearance are unknown to present-day readers.
10. In describing Crazy Horse as “painfully shy” near the beginning of the seventh paragraph, the author offers which of the following?
- (A) An analysis of Crazy Horse’s refusal to tell his war stories
  - (B) A personal identification with Crazy Horse’s fear of public speaking
  - (C) An attribution of an emotional quality to explain Crazy Horse’s humble demeanor
  - (D) A derogatory assessment of Crazy Horse’s inept storytelling performance
  - (E) A charge that Crazy Horse was less brave than legend suggests
11. Which of the following best explains the author’s use of the qualifier “probably” in the first sentence of the seventh paragraph?
- (A) The author has chosen not to consult historical records for an exact account.
  - (B) Like Crazy Horse, the author shows humility by not asserting his own truth.
  - (C) By acknowledging the probability of error, the author gains readers’ sympathy.
  - (D) The author has credible evidence of only two public speeches by Crazy Horse.
  - (E) The author does not want to contradict his earlier claim that Crazy Horse was “shy.”
12. Which of the following is a logical conclusion that can be derived from the final two paragraphs of the passage?
- (A) Crazy Horse displayed ferocity and courage in battle and modesty in dress and speech.
  - (B) Crazy Horse’s shyness caused him to change his adult name.
  - (C) Elaborately decorated war apparel is a hindrance on the battlefield.
  - (D) Crazy Horse’s lone eagle feather symbolized his habit of dismounting in battle.
  - (E) Crazy Horse rejected praise that didn’t acknowledge the vital role of his war horse.

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13. Which of the following characteristics does the author anticipate may be true of some members of the audience?
- (A) They are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.
  - (B) They have a detailed knowledge of the military campaigns of General George Crook and Lieutenant Colonel George Custer.
  - (C) They have an insufficient appreciation of humility as a virtue.
  - (D) They have a basic understanding of the combat tactics used by Lakota warriors.
  - (E) They are skeptical of the idea that the qualities of a good leader vary from one culture to another.

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**Questions 14 - 24. Read the following passage carefully before you choose your answers.**

*(This passage is excerpted from a speech delivered in 1910.)*

Let the man of learning, the man of lettered leisure, beware of that queer and cheap temptation to pose to himself and to others as a cynic, as the man who has outgrown emotions and beliefs, the man to whom good and evil are as one. The poorest way to face life is to face it with a sneer. There are many men who feel a kind of twisted pride in cynicism; there are many who confine themselves to criticism of the way others do what they themselves dare not even attempt. There is no more unhealthy being, no man less worthy of respect, than he who either really holds, or feigns to hold, an attitude of sneering disbelief toward all that is great and lofty, whether in achievement or in that noble effort which, even if it fails, comes to second achievement. A cynical habit of thought and speech, a readiness to criticize work which the critic himself never tries to perform, an intellectual aloofness which will not accept contact with life's realities—all these are marks, not as the possessor would fain to think, of superiority but of weakness. They mark the men unfit to bear their part painfully in the stern strife of living, who seek, in the affection of contempt for the achievements of others, to hide from others and from themselves in their own weakness. The role is easy; there is none easier, save only the role of the man who sneers alike at both criticism and performance.

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat. Shame on the man of cultivated taste who permits refinement to develop into fastidiousness that unfits him for doing the rough

work of a workaday world. Among the free peoples who govern themselves there is but a small field of usefulness open for the men of cloistered life who shrink from contact with their fellows. Still less room is there for those who deride or slight what is done by those who actually bear the brunt of the day; nor yet for those others who always profess that they would like to take action, if only the conditions of life were not exactly what they actually are. The man who does nothing cuts the same sordid figure in the pages of history, whether he be a cynic, or fop,<sup>1</sup> or voluptuary.<sup>2</sup> There is little use for the being whose tepid soul knows nothing of great and generous emotion, of the high pride, the stern belief, the lofty enthusiasm, of the men who quell the storm and ride the thunder. Well for these men if they succeed; well also, though not so well, if they fail, given only that they have nobly ventured, and have put forth all their heart and strength. It is war-worn Hotspur,<sup>3</sup> spent with hard fighting, he of the many errors and valiant end, over whose memory we love to linger, not over the memory of the young lord who “but for the vile guns would have been a valiant soldier.”

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<sup>1</sup>**fop:** a vain man devoted to his clothing and appearance

<sup>2</sup>**voluptuary:** a person interested in material wealth and physical satisfaction

<sup>3</sup>**Hotspur:** a character from Shakespeare's *King Henry IV, Part I* who leads a rebellion against the King

14. In the first sentence of the passage, the speaker engages the attention of the audience with which of the following types of statement?
- (A) A solemn oath
  - (B) A traditional formula
  - (C) A cautionary recommendation
  - (D) A candid confession
  - (E) A skeptical apology
15. In the context of the first paragraph, the speaker uses the word “temptation” in the first sentence to convey disapproval of the tendency to
- (A) indulge in superficial pleasures
  - (B) play different roles for different people
  - (C) dismiss the value of friendship
  - (D) avoid difficult challenges
  - (E) disengage from moral responsibility

**GO ON TO THE NEXT PAGE.**

16. In the first paragraph, the speaker introduces an argument that criticizes
- (A) “emotions and beliefs” (sentence 1)
  - (B) “all that is great and lofty” (sentence 4)
  - (C) “noble effort” (sentence 4)
  - (D) “intellectual aloofness” (sentence 5)
  - (E) “the stern strife of living” (sentence 6)
17. In the first paragraph, the speaker suggests that “the man of lettered leisure” (sentence 1) has a
- (A) tendency to avoid conflict
  - (B) choice regarding his attitude toward involvement
  - (C) fundamental altruism that influences his actions
  - (D) desire to become better than he is
  - (E) valid reason to hold himself apart from others
18. The relationship between the first and second paragraphs is best characterized as
- (A) a description of people followed by a narrative of their actions
  - (B) an introduction of a phenomenon followed by an enumeration of its causes
  - (C) the presentation of an argument followed by a rebuttal
  - (D) the consideration of pro and con within a single course of action
  - (E) the juxtaposition of two contrasting personality types
19. Which of the following choices accurately describes a strategic stylistic decision that the speaker makes in the first two sentences of the second paragraph (“It is not . . . nor defeat”) ?
- (A) Negative words such as “not” and “nor” highlight contradictions within opposing viewpoints.
  - (B) Clauses beginning with “who” are used repeatedly to emphasize engaging images of the men under discussion.
  - (C) Punctuation marks are varied to highlight the contradictory qualities of the “man who is actually in the arena.”
  - (D) Words highlighting struggle such as “sweat” and “strive” are used to acknowledge that critics of the active life make some valid points.
  - (E) Exaggerated terms such as “the best” and “the worst” are used ironically to undercut the observations of critics.
20. The primary purpose of sentences 4 and 5 of the second paragraph (“Among . . . actually are”) in the speaker’s line of reasoning is to
- (A) argue for the importance of self-government
  - (B) describe the conditions under which it is possible to act
  - (C) identify the reasons why men choose the cloistered life
  - (D) distinguish different types and degrees of uselessness
  - (E) explain the motivation of the man of action

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

(This passage is excerpted from a speech delivered in 1910.)

Let the man of learning, the man of lettered leisure, beware of that queer and cheap temptation to pose to himself and to others as a cynic, as the man who has outgrown emotions and beliefs, the man to whom good and evil are as one. The poorest way to face life is to face it with a sneer. There are many men who feel a kind of twisted pride in cynicism; there are many who confine themselves to criticism of the way others do what they themselves dare not even attempt. There is no more unhealthy being, no man less worthy of respect, than he who either really holds, or feigns to hold, an attitude of sneering disbelief toward all that is great and lofty, whether in achievement or in that noble effort which, even if it fails, comes to second achievement. A cynical habit of thought and speech, a readiness to criticize work which the critic himself never tries to perform, an intellectual aloofness which will not accept contact with life's realities—all these are marks, not as the possessor would fain to think, of superiority but of weakness. They mark the men unfit to bear their part painfully in the stern strife of living, who seek, in the affection of contempt for the achievements of others, to hide from others and from themselves in their own weakness. The role is easy; there is none easier, save only the role of the man who sneers alike at both criticism and performance.

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without

error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat. Shame on the man of cultivated taste who permits refinement to develop into fastidiousness that unfits him for doing the rough work of a workaday world. Among the free peoples who govern themselves there is but a small field of usefulness open for the men of cloistered life who shrink from contact with their fellows. Still less room is there for those who deride or slight what is done by those who actually bear the brunt of the day; nor yet for those others who always profess that they would like to take action, if only the conditions of life were not exactly what they actually are. The man who does nothing cuts the same sordid figure in the pages of history, whether he be a cynic, or fop,<sup>1</sup> or voluptuary.<sup>2</sup> There is little use for the being whose tepid soul knows nothing of great and generous emotion, of the high pride, the stern belief, the lofty enthusiasm, of the men who quell the storm and ride the thunder. Well for these men if they succeed; well also, though not so well, if they fail, given only that they have nobly ventured, and have put forth all their heart and strength. It is war-worn Hotspur,<sup>3</sup> spent with hard fighting, he of the many errors and valiant end, over whose memory we love to linger, not over the memory of the young lord who “but for the vile guns would have been a valiant soldier.”

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<sup>1</sup>**fop**: a vain man devoted to his clothing and appearance

<sup>2</sup>**voluptuary**: a person interested in material wealth and physical satisfaction

<sup>3</sup>**Hotspur**: a character from Shakespeare's *King Henry IV, Part I* who leads a rebellion against the King

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21. Hotspur represents an example of
- (A) “the same sordid figure in the pages of history” (paragraph 2, sentence 6)
  - (B) “a cynic, or fop, or voluptuary” (paragraph 2, sentence 6)
  - (C) “the being whose tepid soul knows nothing of great and generous emotion” (paragraph 2, sentence 7)
  - (D) “the men who quell the storm and ride the thunder” (paragraph 2, sentence 7)
  - (E) “the young lord” (paragraph 2, sentence 9)
22. Which observation best counters the speaker’s argument about action in the passage?
- (A) Action without discretion can incur disastrous results.
  - (B) Change can only occur through direct action.
  - (C) True action can only be achieved by leaders of men.
  - (D) Individual action is more important than collective action.
  - (E) Failure to act often instills a sense of shame.
23. The passage as a whole claims that the learned cynic’s core failings are
- (A) indecision and procrastination
  - (B) poor health and bad manners
  - (C) vanity and rude language
  - (D) cowardice and inauthenticity
  - (E) indiscretion and ill-temper
24. The speaker’s tone in the passage is best described as
- (A) inquisitive
  - (B) critical
  - (C) pedantic
  - (D) apologetic
  - (E) egocentric

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**Questions 25 - 32. Read the following passage carefully before you choose your answers.**

*(The passage below is a draft.)*

(1) The latest findings in social psychology suggest that self-knowledge is a more complex phenomenon than you might think. (2) Psychologists Jessie Sun and Simine Vazire at the University of California, Davis, have shown that while people offer accurate self-assessments of many individual traits, they tend to miss when they are being rude to others. (3) As it turns out, knowing what your personality is generally like is not the same as accurately discerning how you are behaving in the moment—an important distinction when it comes to treating other people considerately.

(4) According to Sun and Vazire, self-knowledge can be divided into trait self-knowledge and state self-knowledge—in other words, knowledge of your own characteristics as opposed to “knowledge of how your personality fluctuates from moment to moment.” (5) Sun and Vazire conspired on an experiment to study the latter category. (6) The study’s experimental subjects were equipped with audio recorders that would automatically activate every 9.5 minutes during the day, recording thirty seconds of audio at each activation. (7) Participants completed self-evaluations at certain times of day according to several different personality measurements: extroversion, agreeableness, conscientiousness, and neuroticism.

(8) The self-assessments and the ratings of objective observers generally aligned. (9) But Sun and Vazire noticed some major differences among different categories of personality traits. (10) Participants often reported feeling more neurotic—*anxious or worried*—than the observers believed. (11) However, there were even larger discrepancies between observers’ and subjects’ assessments of agreeableness—a description encompassing qualities like warmth, friendliness, and tact. (12) Sun and Vazire saw these results as remarkable, given that agreeableness might be expected to be a more obvious trait.

(13) Sun and Vazire argue that the study underscores the importance of state self-knowledge in ordinary interactions, since “being aware of and able to do something about your disagreeableness in the

moment might be more useful than knowing that you are generally a disagreeable person.” (14) These facts make it obvious that everyone should behave accordingly.

25. The writer is considering changing the beginning of sentence 1 (reproduced below) to better introduce the topic and engage the reader’s attention.

*The latest findings in social psychology suggest that self-knowledge is a more complex phenomenon than you might think.*

Which of the following versions of the underlined portion of sentence 1 best accomplishes this goal?

- (A) (As it is now)
- (B) “Know yourself” is a well-known maxim, but the latest findings in social psychology suggest
- (C) The latest findings in social psychology, a field that reflects what people have written about the human mind for thousands of years, are now suggesting
- (D) Many people would say that self-reflection is an important habit, and the suggestion from the latest findings in social psychology is
- (E) Social psychology is a constantly evolving discipline, and its latest findings suggest

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26. The writer wants to avoid revealing any potential biases in sentence 5 (reproduced below).

*Sun and Vazire conspired on an experiment to study the latter category.*

Which of the following versions of the underlined portion of sentence 5 best accomplishes this goal?

- (A) as it is now
- (B) dreamed up
- (C) fabricated
- (D) threw together
- (E) designed

27. The writer wants to add a sentence after sentence 7 to expand on the narrative in the second paragraph and provide additional context for the third paragraph. Which of the following choices best accomplishes this goal?

- (A) These self-ratings were then compared to the assessments of researchers who listened to the subjects' audio recordings.
- (B) The study required over nine years of work by the researchers.
- (C) It took the researchers a long time to transcribe data from the audio recordings of the subjects.
- (D) Vazire and Sun's test subjects were mostly students at Washington University in St. Louis, Missouri.
- (E) Vazire was Sun's graduate advisor at the time of the study, although they copublished the results.

28. The writer is considering deleting the underlined portion of sentence 10 (reproduced below) from the sentence.

*Participants often reported feeling more neurotic—*anxious or worried*—than the observers believed.*

Should the writer delete the underlined text?

- (A) Yes, because it distracts from the focus of the paragraph by introducing irrelevant details.
- (B) Yes, because it reveals the writer's biases and may therefore affect the audience's acceptance of the overall argument.
- (C) Yes, because it introduces a shift in tone that is not consistent with the language used in the rest of the passage.
- (D) No, because it offers information that may be helpful to the audience in understanding a potentially unfamiliar term.
- (E) No, because it supports an emotional appeal the writer is making in an attempt to persuade the audience to accept the paragraph's claims.

29. The writer wants to add the following sentence to the third paragraph.

*Sun observed that this is understandable, since subjective feelings of unease are not necessarily apparent to others.*

Which of the following is the most logical place to insert this sentence in the paragraph?

- (A) Before sentence 8
- (B) Before sentence 9
- (C) Before sentence 10
- (D) Before sentence 11
- (E) Before sentence 12

**GO ON TO THE NEXT PAGE.**

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

*(The passage below is a draft.)*

(1) The latest findings in social psychology suggest that self-knowledge is a more complex phenomenon than you might think. (2) Psychologists Jessie Sun and Simine Vazire at the University of California, Davis, have shown that while people offer accurate self-assessments of many individual traits, they tend to miss when they are being rude to others. (3) As it turns out, knowing what your personality is generally like is not the same as accurately discerning how you are behaving in the moment—an important distinction when it comes to treating other people considerately.

(4) According to Sun and Vazire, self-knowledge can be divided into trait self-knowledge and state self-knowledge—in other words, knowledge of your own characteristics as opposed to “knowledge of how your personality fluctuates from moment to moment.” (5) Sun and Vazire conspired on an experiment to study the latter category. (6) The study’s experimental subjects were equipped with audio recorders that would automatically activate every 9.5 minutes during the day, recording thirty seconds of audio at each activation. (7) Participants completed self-evaluations at certain times of day according to several different personality measurements: extroversion, agreeableness, conscientiousness, and neuroticism.

(8) The self-assessments and the ratings of objective observers generally aligned. (9) But Sun and Vazire noticed some major differences among different categories of personality traits. (10) Participants often reported feeling more neurotic—*anxious or worried*—than the observers believed. (11) However, there were even larger discrepancies between observers’ and subjects’ assessments of agreeableness—a description encompassing qualities like warmth, friendliness, and tact. (12) Sun and Vazire saw these results as remarkable, given that agreeableness might be expected to be a more obvious trait.

(13) Sun and Vazire argue that the study underscores the importance of state self-knowledge in ordinary interactions, since “being aware of and able to do something about your disagreeableness in the moment might be more useful than knowing that you are generally a disagreeable person.” (14) These facts make it obvious that everyone should behave accordingly.

30. The writer wants to add a new sentence at the end of the third paragraph (sentences 8-12) to show how the information in the paragraph serves as evidence for the passage’s primary claim. Which of the following choices best accomplishes this goal?
- (A) According to Sun and Vazire, these results suggest that “there might be some biases that prevent people from recognizing their own agreeable behaviors or disagreeable behaviors.”
  - (B) In some instances participants thought they were being rude when observers thought they were not, while in other cases the reverse was true.
  - (C) Additionally, Sun and Vazire reported some discrepancies between self-reporting and observer evaluations for neuroticism, a measure of how much worry the subject was feeling.
  - (D) Sun and Vazire hypothesized that some respondents who overestimated the rudeness of their behavior may have been particularly agreeable people who held themselves to overly high standards.
  - (E) These results, according to Sun and Vazire, “show that we can probably trust what people say about their momentary levels of extraversion, conscientiousness, and likely neuroticism.”

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31. The writer is considering adding the following sentence after sentence 13.

*Due to ethical considerations, Sun and Vazire did not release the audio files they collected, but they did make some transcripts available.*

Should the writer make this addition after sentence 13 ?

- (A) Yes, because it provides an interesting detail that helps to hold the reader's interest.
- (B) Yes, because it strengthens the passage by providing evidence in favor of accepting the study's conclusions.
- (C) Yes, because the reader might otherwise wonder how the study compares to similar research in the field.
- (D) No, because the intended audience is likely to be bored by discussions of research methodology.
- (E) No, because it detracts from the discussion of the implications of the study's findings and thus interrupts the flow of the passage's conclusion.

32. The writer wants to change sentence 14 (reproduced below) to qualify the passage's conclusion and express it in less absolute terms.

*These facts make it obvious that everyone should behave accordingly.*

Which of the following choices best accomplishes this goal?

- (A) This writer, for one, is confident that everyone should live by that advice.
- (B) Who knows if the results are valid, but either way, Sun and Vazire's advice is worth a try when it comes to improving daily interactions.
- (C) If the researchers' conclusions are correct, careful attention to your behavior is an important tool for ensuring smooth interactions with others.
- (D) Of course, being open to acknowledging that you are being disagreeable in the first place is an important step toward improving your interpersonal relationships.
- (E) Sun and Vazire's conclusions are very interesting from the perspective of those who want to improve their daily personal interactions.

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**Questions 33 - 39. Read the following passage carefully before you choose your answers.**

*(The passage below is a draft.)*

(1) In fact, the CDC considers lack of sleep a public health infection. (2) Lack of sleep is tied to conditions like heart disease and high blood pressure, and businesses lose billions of dollars every year due to lost productivity when workers are too exhausted to perform. (3) Given the importance of sleep and the serious impacts that come from not getting enough, everyone should be tracking their sleep patterns.

(4) A good way to track sleep is with wearable fitness trackers. (5) Mostly worn around the wrist, these devices track movement, and many also detect heart rate, so they can provide excellent information about sleep patterns. (6) These devices use an accelerometer to detect movement in three directions: forward/backward, up/down, left/right. (7) Trackers that measure heart rate can also provide data about how much time asleep is spent in deep sleep as opposed to light sleep.

(8) The data these devices provide are not as accurate as the data that come from a sleep lab. (9) Polysomnography—a sleep study done in a lab—measures a sleeping person’s brain waves, eye and leg movements, breathing, and heart rate to get a precise measure of how much sleep the person gets, including accurate measurements of light and deep sleep. (10) Fitness trackers are not as accurate. (11) One study demonstrated that one fitness tracker overestimated sleep time by more than 60 minutes per night. (12) Most trackers also cost over \$100, making them difficult to obtain for many people.

(13) The potential benefits of monitoring sleep patterns using a fitness tracker, however, outweigh the negatives. (14) With the addition of heart rate monitors, trackers are becoming increasingly accurate. (15) They may never reach the accuracy of polysomnography, but they also do not require a trip to a lab. (16) The measurements are not exact, and there is a strong benefit in that people who track their sleep are apt to be more mindful of sleep in general. (17) Data from a fitness tracker can make it possible to discover patterns and learn more about what disrupts sleep and what leads to healthy sleep. (18) So don’t wait; go buy one now!

33. Which of the following sentences, if placed before sentence 1, would best introduce the topic to the audience and help set up the main argument of the passage?
- (A) The Centers for Disease Control and Prevention (CDC), originally known as the Communicable Disease Center, is a federal agency that was founded in 1946.
  - (B) According to a recent report from the Centers for Disease Control and Prevention (CDC), Americans are not getting enough sleep.
  - (C) In 2015 the Centers for Disease Control and Prevention (CDC) issued a study indicating that wearable technology such as fitness trackers are not hazardous to people’s health.
  - (D) When I woke up the other morning and checked my fitness tracker, I was disappointed to see that I only got five hours of sleep the night before.
  - (E) A recent study by researchers from Korea and the United States examined the accuracy of a number of different fitness trackers that are commonly used to measure sleep patterns.

34. The writer is considering changing the underlined portion of sentence 1 (reproduced below) so that it conveys the information in the sentence in the most precise way.

*In fact, the CDC considers lack of sleep a public health infection.*

Which version of the underlined portion of sentence 1 best accomplishes this goal?

- (A) (as it is now)
- (B) fragility
- (C) condition
- (D) epidemic
- (E) contagion

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35. The writer is considering adding the following sentence after sentence 6.

*Based on movement tracking, the devices can estimate how long someone is asleep and how often the person wakes up during the night.*

Should the writer add this sentence?

- (A) Yes, because it provides commentary that helps explain why the details presented in sentence 6 are important to the point the writer is making in the paragraph.
- (B) Yes, because it indicates a shift from the discussion of the benefits of fitness trackers to a recognition that trackers are not perfect.
- (C) Yes, because explains the specific effects that result from the cause presented in sentence 6.
- (D) No, because it introduces new evidence without explaining how that evidence affects the central argument.
- (E) No, because it presents evidence that contradicts the claim the writer made in sentence 6.

36. The writer wants to add a sentence before sentence 8 (reproduced below) to introduce the main idea of the third paragraph.

*The data these devices provide are not as accurate as the data that come from a sleep lab.*

Which of the following sentences best accomplishes this goal?

- (A) It is difficult to say how accurate fitness trackers are when used at home, however, because most research on their effectiveness has been done in laboratory settings.
- (B) Aside from fitness trackers, there are many other tools for monitoring sleep, including smartphone apps and even devices that attach to bedsheets.
- (C) In addition, fitness trackers are becoming less expensive and more accurate as time goes on and technology improves.
- (D) One recent study compared the accuracy of seven different sleep tracking devices.
- (E) Granted, fitness trackers are not perfect tools.

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

(The passage below is a draft.)

(1) In fact, the CDC considers lack of sleep a public health infection. (2) Lack of sleep is tied to conditions like heart disease and high blood pressure, and businesses lose billions of dollars every year due to lost productivity when workers are too exhausted to perform. (3) Given the importance of sleep and the serious impacts that come from not getting enough, everyone should be tracking their sleep patterns.

(4) A good way to track sleep is with wearable fitness trackers. (5) Mostly worn around the wrist, these devices track movement, and many also detect heart rate, so they can provide excellent information about sleep patterns. (6) These devices use an accelerometer to detect movement in three directions: forward/backward, up/down, left/right. (7) Trackers that measure heart rate can also provide data about how much time asleep is spent in deep sleep as opposed to light sleep.

(8) The data these devices provide are not as accurate as the data that come from a sleep lab. (9) Polysomnography—a sleep study done in a lab—measures a sleeping person’s brain waves, eye and leg movements, breathing, and heart rate to get a precise measure of how much sleep the person gets, including accurate measurements of light and deep sleep. (10) Fitness trackers are not as accurate. (11) One study demonstrated that one fitness tracker overestimated sleep time by more than 60 minutes per night. (12) Most trackers also cost over \$100, making them difficult to obtain for many people.

(13) The potential benefits of monitoring sleep patterns using a fitness tracker, however, outweigh the negatives. (14) With the addition of heart rate monitors, trackers are becoming increasingly accurate. (15) They may never reach the accuracy of polysomnography, but they also do not require a trip to a lab. (16) The measurements are not exact, and there is a strong benefit in that people who track their sleep are apt to be more mindful of sleep in general. (17) Data from a fitness tracker can make it possible to discover patterns and learn more about what disrupts sleep and what leads to healthy sleep. (18) So don’t wait; go buy one now!

37. The writer is considering deleting sentence 13 (reproduced below).

*The potential benefits of monitoring sleep patterns using a fitness tracker, however, outweigh the negatives.*

Should the writer keep or delete this sentence?

- (A) Keep it, because it gives the writer authority by demonstrating a clear understanding of the benefits of using fitness trackers.
  - (B) Keep it, because it provides logical support for the claim made in sentence 2 that lack of sleep causes serious health and business issues.
  - (C) Keep it, because it offers a contrasting position that helps rebut the counterargument presented in the third paragraph.
  - (D) Delete it, because it does not provide a logical transition from the information in the third paragraph to the information in the fourth paragraph.
  - (E) Delete it, because it contradicts the information in sentence 12 about the cost of fitness trackers and the fact that many people cannot afford them.
38. Which of the following changes to the underlined portion of sentence 16 (reproduced below) most effectively expresses the relationship between ideas in the sentence?

*The measurements are not exact, and there is a strong benefit in that people who track their sleep are apt to be more mindful of sleep in general.*

- (A) The measurements are not exact;
- (B) The measurements not being exact,
- (C) Because the measurements are not exact,
- (D) Even if the measurements are not exact,
- (E) The measurements are not exact; furthermore,

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39. The writer wants to change this passage so that it will be appropriate for doctors and other scientists rather than a general audience. In order to make the passage appropriate for the intended audience, which sentence is most necessary for the writer to delete?

- (A) Sentence 2
- (B) Sentence 5
- (C) Sentence 9
- (D) Sentence 11
- (E) Sentence 18

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**Questions 40 - 45. Read the following passage carefully before you choose your answers.**

*(The passage below is a draft.)*

(1) Since its emergence as a genre, science fiction literature has shown readers visions of the future. (2) These fictional scenarios have sometimes become reality. (3) As a result, some readers and critics see forecasting technological and social developments as science fiction’s essential goal. (4) However, science fiction’s purpose lies not in predicting the future but in providing perspective on the present.

(5) In Mary Shelley’s *Frankenstein* (1818), which many critics consider the first science fiction novel, the scientist Victor Frankenstein creates a new form of human life, only to find his creation hideous and regret his actions. (6) Although Shelley’s novel is sometimes invoked when biological research takes an ethically controversial turn, the novel itself does not try to anticipate the real scientific or technological developments that followed it. (7) Instead, it reflects the concerns of Shelley and her contemporaries about the consequences of unchecked technological development in the Industrial Revolution, such as pollution and the loss of traditional ways of life.

(8) Richard Morgan’s *Altered Carbon* (2002), which depicts a world in which wealthy elites extend their lives indefinitely by uploading their consciousness into new bodies, expresses anxieties about modern society in a similar way. (9) Uploaded consciousness also facilitates interstellar travel in the novel. (10) Rather, the futuristic plot allows Morgan to articulate contemporary concerns about social inequality and its relationship to access to technology.

(11) Ultimately, the real role of science fiction is to hold a distorted mirror up to contemporary life, exposing what is familiar to a critical eye.

40. The writer wants to illustrate the point made in sentence 2 (reproduced below) by adding historical evidence to the end of the sentence, adjusting the punctuation as needed.

*These fictional scenarios have sometimes become reality.*

Which choice best accomplishes this goal?

- (A) in Edward Bellamy’s 1888 novel *Looking Backward*, for example, all housework such as cooking and cleaning has been turned into paid labor that is organized by the national government
- (B) the works of H. G. Wells, for instance, depicted voyages to the Moon and to the bottom of the ocean long before these achievements were realized
- (C) in the 1950s and 1960s, US military planners studied the ideas in Robert Heinlein and other science fiction novelists
- (D) the Italian artist and inventor Leonardo da Vinci sketched a detailed model of a helicopter centuries before such a vehicle was actually produced
- (E) the science fiction writer Arthur C. Clarke wrote nonfictional speculative essays of “futurology” in addition to his novels

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41. The writer is considering deleting the phrase “which many critics consider the first science fiction novel,” in sentence 5 (reproduced below).

*In Mary Shelley’s Frankenstein (1818), which many critics consider the first science fiction novel, the scientist Victor Frankenstein creates a new form of human life, only to find his creation hideous and regret his actions.*

Which of the following factors is most important for the writer to consider when deciding whether to keep or delete the phrase?

- (A) Whether the audience has seen any of the film adaptations of *Frankenstein*
- (B) Which other works by Mary Shelley the audience is likely to be aware of
- (C) Why some science fiction critics choose not to write about *Frankenstein*
- (D) What the critics in Mary Shelley’s day thought about *Frankenstein*
- (E) Whether the audience is likely to regard *Frankenstein* as a science fiction novel

42. Which version of the underlined portion of sentence 7 (reproduced below) creates the most logical transition from the previous sentence?

*Instead, it reflects the concerns of Shelley and her contemporaries about the consequences of unchecked technological development in the Industrial Revolution, such as pollution and the loss of traditional ways of life.*

- (A) (As it is now)
- (B) Perplexingly
- (C) In the same manner
- (D) As one would expect
- (E) Likewise

43. The writer wants to ensure that sentence 9 (reproduced below) develops the parallel discussions of *Frankenstein* and *Altered Carbon* in the second and third paragraphs and logically connects the other sentences in the third paragraph.

*Uploaded consciousness also facilitates interstellar travel in the novel.*

Which version of sentence 9 best accomplishes this goal?

- (A) (As it is now)
- (B) Morgan’s style throughout the novel is far from spare.
- (C) The author draws on the conventions of the hard-boiled detective novel—not just on those of science fiction.
- (D) The author does not attempt to provide a detailed scientific account of how such a transformation could happen.
- (E) Critically acclaimed, the novel won the prestigious Philip K. Dick award for best paperback science fiction novel in 2003.

**GO ON TO THE NEXT PAGE.**

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

*(The passage below is a draft.)*

(1) Since its emergence as a genre, science fiction literature has shown readers visions of the future. (2) These fictional scenarios have sometimes become reality. (3) As a result, some readers and critics see forecasting technological and social developments as science fiction’s essential goal. (4) However, science fiction’s purpose lies not in predicting the future but in providing perspective on the present.

(5) In Mary Shelley’s *Frankenstein* (1818), which many critics consider the first science fiction novel, the scientist Victor Frankenstein creates a new form of human life, only to find his creation hideous and regret his actions. (6) Although Shelley’s novel is sometimes invoked when biological research takes an ethically controversial turn, the novel itself does not try to anticipate the real scientific or technological developments that followed it. (7) Instead, it reflects the concerns of Shelley and her contemporaries about the consequences of unchecked technological development in the Industrial Revolution, such as pollution and the loss of traditional ways of life.

(8) Richard Morgan’s *Altered Carbon* (2002), which depicts a world in which wealthy elites extend their lives indefinitely by uploading their consciousness into new bodies, expresses anxieties about modern society in a similar way. (9) Uploaded consciousness also facilitates interstellar travel in the novel. (10) Rather, the futuristic plot allows Morgan to articulate contemporary concerns about social inequality and its relationship to access to technology.

(11) Ultimately, the real role of science fiction is to hold a distorted mirror up to contemporary life, exposing what is familiar to a critical eye.

44. The writer is considering adding the following sentence immediately before sentence 11.

*Those who believe that science fiction predicts the future are simply wrongheaded.*

Should the writer make this addition?

- (A) Yes, because it makes a claim that effectively reinforces the writer’s point of view regarding the readers and critics mentioned in the first paragraph.
- (B) Yes, because it adds an important qualification regarding the point the writer makes about science fiction and forecasting in the first paragraph.
- (C) Yes, because it provides an effective transition between the information given in sentence 10 and the refinement of the writer’s position offered in sentence 11.
- (D) No, because it creates an inappropriate shift in tone at the beginning of the passage’s final paragraph.
- (E) No, because the point it makes is not consistent with the writer’s analysis of science fiction novels in the passage.

**GO ON TO THE NEXT PAGE.**

45. The writer wants to add a sentence after sentence 11 to conclude the passage with a quotation that effectively restates and reinforces the overall argument. Which choice best accomplishes this goal?
- (A) In the words of literary critics David Rejeski and Robert Olson, “to be human is to ponder the future.”
  - (B) According to English professor John Huntington, “If we in the present are going to think about the future in any scientific way, we have to reason from the experience of the past.”
  - (C) As University of Glasgow lecturer Gavin Miller argues, “Science fiction does not invite us to be prophets, but anthropologists making sense of a complex and troubling foreign culture—which we may eventually come to recognize as our own.”
  - (D) As political scientists Joseph Coates and Jennifer Jarratt observe, “Today is the best indicator of tomorrow, but today decreases in value for points further in the future.”
  - (E) As science fiction writer Orson Scott Card puts it, novelists must imagine fantastical and sometimes terrifying possibilities, “so that if the worst does come, we’ll already know how to live in that universe.”

**GO ON TO THE NEXT PAGE.**

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**END OF SECTION I**

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