

MIDTERM MCQ KEY for student review

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

GO ON TO THE NEXT PAGE.

them honors within their warrior societies and status in the society at large. Many men who achieved a following as combat leaders also went on to become political leaders as well, such as the Hunkpapa Lakota Sitting Bull.

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.

(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 them honors within their warrior societies and status in the society at large. Many men who achieved a following as combat leaders also went on to become political leaders as well, such as the Hunkpapa Lakota Sitting Bull.

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.

GO ON TO THE NEXT PAGE.

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

GO ON TO THE NEXT PAGE.

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

(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 them honors within their warrior societies and status in the society at large. Many men who achieved a following as combat leaders also went on to become political leaders as well, such as the Hunkpapa Lakota Sitting Bull.

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.

GO ON TO THE NEXT PAGE.

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.

GO ON TO THE NEXT PAGE.

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

(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 them honors within their warrior societies and status in the society at large. Many men who achieved a following as combat leaders also went on to become political leaders as well, such as the Hunkpapa Lakota Sitting Bull.

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.

GO ON TO THE NEXT PAGE.

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.

GO ON TO THE NEXT PAGE.

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,¹ or voluptuary.² 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,³ 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.”

¹**fop:** a vain man devoted to his clothing and appearance

²**voluptuary:** a person interested in material wealth and physical satisfaction

³**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

GO ON TO THE NEXT PAGE.

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,¹ or voluptuary.² 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,³ 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.”

¹**fop**: a vain man devoted to his clothing and appearance

²**voluptuary**: a person interested in material wealth and physical satisfaction

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

GO ON TO THE NEXT PAGE.

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

GO ON TO THE NEXT PAGE.

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

GO ON TO THE NEXT PAGE.

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.”

GO ON TO THE NEXT PAGE.

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.

GO ON TO THE NEXT PAGE.

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

GO ON TO THE NEXT PAGE.

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.

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) 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,

GO ON TO THE NEXT PAGE.

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

GO ON TO THE NEXT PAGE.

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 “futuresology” in addition to his novels

GO ON TO THE NEXT PAGE.

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.

Notes on the AP English Language and Composition Practice Exam

Multiple-Choice Section

Course Framework Alignment and Rationales

Question 1

Skill	Essential Knowledge	Unit
1.A. Identify and describe components of the rhetorical situation: the exigence, audience, purpose, context, and message.	RHS-1.A. The rhetorical situation of a text collectively refers to the exigence, purpose, audience, context, and message.	1
(A)	Incorrect. The passage does reference a specific Lakota practice that encouraged young men to emulate successful warriors older than themselves, but it presents a series of historical facts and cultural observations that are not typical of a folk tale, so it is not likely that the passage is excerpted from one. These facts and observations suggest that the context and purpose of the passage are a modern-day Lakota author offering an account of his ancestral culture's history and values and that the passage is excerpted from such an account.	
(B)	Incorrect. Although the passage does present cultural analysis of Lakota warrior society, none of this analysis discusses mythology, so it is unlikely that the passage is excerpted from a cultural analysis focused on mythology. Rather, the historical facts and cultural analysis presented in the passage suggest that the context and purpose of the text are a modern-day Lakota author offering an account of his ancestral culture's history and values and that the passage is excerpted from such an account.	
(C)	Correct. The passage presents a series of historical facts and cultural observations in ways that suggest that the context and purpose of the passage are a modern-day Lakota author offering an account of his ancestral culture's history and values. In the final sentence of the fourth paragraph, the use of the expression "we Lakota" indicates that the author is himself a Lakota. Toward the middle of the fourth paragraph, the author indicates that the passage discusses significant events involving the Lakota that occurred during the 1870s. The passage itself was published early in the twenty-first century, so these events are elements of his ancestral culture's history. The final phrase of the fourth paragraph stresses the importance of a particular Lakota cultural value by indicating that the Lakota warrior Crazy Horse is remembered by the Lakota for his humility rather than his accomplishments on the battlefield. Thus, it is likely that the passage is excerpted from a Lakota author's account of his ancestral culture's history and values.	

Question 1 (continued)

(D)	Incorrect. The passage does discuss a need to reconcile an activity—waktoglaka—with Lakota society’s value of humility, but it does not suggest that the various Lakota values it discusses are in need of reconciliation, so it is unlikely that the passage is excerpted from a longer work focused on such a reconciliation. Rather, the facts and observations the passage presents suggest that the context and purpose of the passage are a modern-day Lakota author offering an account of his ancestral culture’s history and values and that the passage is excerpted from such an account.
(E)	Incorrect. The passage highlights the strong emphasis Lakota culture places on humility but does not offer guidance on how to attain such humility, so it is unlikely that the passage is excerpted from such an instructional guide. Rather, the facts and observations the passage presents suggest that the context and purpose of the passage are a modern-day Lakota author offering an account of his ancestral culture’s history and values and that the passage is excerpted from such an account.

Question 2

Skill	Essential Knowledge	Unit
5.A. Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.	REO-1.B. Writers may express a claim and then develop a line of reasoning to justify the claim.	3
(A)	Incorrect. Although the passage mentions that honesty is a core Lakota value and suggests that Crazy Horse shared this value, the passage makes no specific claims regarding a cultural legacy built around Crazy Horse’s honesty. Rather, the author’s main claim about Crazy Horse’s cultural legacy is that he embodied the virtue of humility in Lakota society, a claim that is first introduced in the final sentence of the third paragraph and developed throughout the rest of the passage.	
(B)	Correct. The author’s main claim about Crazy Horse’s cultural legacy is that he embodied the virtue of humility in Lakota society. The author expresses this claim by introducing Crazy Horse in the final sentence of the third paragraph as “one of the most humble of all Lakota” and by asserting in the final sentence of the fourth paragraph that the Lakota remember him primarily for his humility rather than his accomplishments. He develops a line of reasoning to justify the claim over the course of the fourth through seventh paragraphs by alternating accounts of Crazy Horse’s numerous accomplishments with anecdotes about the extreme nature of his humility, such as his never participating in the waktoglaka ceremony (paragraph 6, final sentence) and his plain dress (paragraph 7).	

Question 2 (continued)

(C)	Incorrect. In the final two sentences of the sixth paragraph, the author indicates that Crazy Horse never participated in a waktoglaka ceremony, and the passage makes no claims indicating that this lack of participation symbolizes the fate of warriors who show insufficient humility and thereby fail at waktoglaka. Rather, the author’s main claim about Crazy Horse’s cultural legacy is that he embodied the virtue of humility in Lakota society, a claim that is first introduced in the final sentence of the third paragraph and developed throughout the rest of the passage.
(D)	Incorrect. In the first sentence of the seventh paragraph, the author indicates that Crazy Horse rarely spoke in public, and the passage makes no claims that Crazy Horse or any other Lakota warrior enhanced his status by telling stories. Rather, the author indicates in the second sentence of the second paragraph that “exploits in the arena of combat” were the way to enhance one’s status among Lakota warriors, and his main claim about Crazy Horse’s cultural legacy is that Crazy Horse embodied the virtue of humility in Lakota society, a claim that is first introduced in the final sentence of the third paragraph and developed throughout the rest of the passage.
(E)	Incorrect. In the final two sentences of the passage, the author indicates that Crazy Horse dressed plainly, suggesting that he was minimally concerned with appearances. Furthermore, the passage makes no claims about any Lakota warriors being overly concerned with appearances. Rather, the author’s main claim about Crazy Horse’s cultural legacy is that he embodied the virtue of humility in Lakota society, a claim that is first introduced in the final sentence of the third paragraph and developed throughout the rest of the passage.

Question 3

Skill	Essential Knowledge	Unit
3.A. Identify and explain claims and evidence within an argument.	CLE-1.K. Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports.	3
(A)	Incorrect. Although the fourth paragraph suggests that many people praised Crazy Horse for his role in the battles of June 1876, the passage does not mention Crazy Horse’s denouncing his people’s praise and does not suggest that these battles established his reputation for doing so. Rather, the fourth paragraph offers commentary on these battles to establish a logical relationship between the factual evidence it presents and the claim that factual evidence supports that these battles established Crazy Horse’s reputation for leadership skill on the battlefield.	
(B)	Incorrect. Although the first paragraph does discuss the importance to the Lakota of telling only true war stories, this issue is not raised in the fourth paragraph and is not raised in connection with Crazy Horse, whom the passage indicates did not tell war stories at all. Accordingly, the battles of June 1876 cannot be said to have established his reputation for telling only true war stories. Rather, the fourth paragraph offers commentary on these battles to establish a logical relationship between the factual evidence it presents and the claim that factual evidence supports that these battles established Crazy Horse’s reputation for leadership skill on the battlefield.	
(C)	Incorrect. The fourth paragraph makes no mention of Crazy Horse’s showing generosity to his enemies and does not argue that the battles of June 1876 established his reputation for doing so. Rather, the fourth paragraph offers commentary on these battles to establish a logical relationship between the factual evidence it presents and the claim that factual evidence supports that these battles established Crazy Horse’s reputation for leadership skill on the battlefield.	
(D)	Incorrect. Although the seventh paragraph asserts that Crazy Horse was “painfully shy” and shunned ceremonial displays, this issue is not raised in the fourth paragraph, and the battles of June 1876 are not cited as helping to establish his reputation for such shyness. Rather, the fourth paragraph offers commentary on these battles to establish a logical relationship between the factual evidence it presents and the claim that factual evidence supports that these battles established Crazy Horse’s reputation for leadership skill on the battlefield.	
(E)	Correct. In the fourth paragraph, the author describes two significant battles that took place in June 1876 in which Crazy Horse played a leadership role for the victorious side. The author offers commentary on these successes, such as terming them “larger-than-life achievements” in the final sentence of the fourth paragraph, to establish a logical relationship between the factual evidence he presents and the claim it supports that these battles established Crazy Horse’s reputation for leadership skill on the battlefield.	

Question 4

Skill	Essential Knowledge	Unit
3.C. Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	CLE-1.AC. When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.	9
(A)	Incorrect. In the passage, the author never asserts that western American history as written by Euro-Americans makes false claims or presents biased accounts; rather, he offers a different, contrasting perspective on the facts presented in such histories by indicating in the last sentence of the fourth paragraph that Crazy Horse is memorable to the Lakota for his humility rather than for the accomplishments on the battlefield that make him an important figure in histories written by Euro-Americans.	
(B)	Correct. In the fourth paragraph, the author acknowledges western American history as written by Euro-Americans by offering no objections to the basic facts of the battles of June 1876 as presented by those histories, but he offers a different, contrasting perspective on those facts by indicating in the last sentence of the fourth paragraph that Crazy Horse is memorable to the Lakota for his humility rather than for the accomplishments on the battlefield that make him an important figure in histories written by Euro-Americans.	
(C)	Incorrect. In the fourth paragraph, the author acknowledges western American history as written by Euro-Americans by offering no objections to the basic facts of the battles of June 1876 as presented by those histories, but he gives no indication that he reveres such an approach to history or finds its methodology distinctively precise. Rather, the author offers a different, contrasting perspective on the facts presented in such histories by indicating in the last sentence of the fourth paragraph that Crazy Horse is memorable to the Lakota for his humility rather than for the accomplishments on the battlefield that make him an important figure in histories written by Euro-Americans.	
(D)	Incorrect. In the passage the author makes no mention of ineptitude on the part of Crook and Custer and gives no indication that he thinks western American history as written by Euro-Americans makes excuses for them. Rather, the author offers a different, contrasting perspective on the facts presented in such histories by indicating in the last sentence of the fourth paragraph that Crazy Horse is memorable to the Lakota for his humility rather than for the accomplishments on the battlefield that make him an important figure in histories written by Euro-Americans.	

Question 4 (continued)

(E)	Incorrect. In the fourth paragraph the author incorporates an account of the major battles of June 1876 as presented in typical western American histories written by Euro-Americans, so he cannot be said to ignore such history, nor does he offer a more comprehensive Lakota account of these battles. Rather, the author offers a different, contrasting perspective on the facts presented in Euro-American histories by indicating in the last sentence of the fourth paragraph that Crazy Horse is memorable to the Lakota for his humility rather than for the accomplishments on the battlefield that make him an important figure in Euro-American histories.
-----	--

Question 5

Skill	Essential Knowledge	Unit
7.A. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	STL-1.D. A writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style.	6
(A)	Incorrect. The passage only refers to the scope of the Army’s ambitions in passing, and nothing about the tone of the description conveys admiration for those ambitions. Rather, the author’s tone in the description conveys disapproval of the Army’s behavior by characterizing it as dehumanizing through choices such as the use of the word “herd,” whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.	
(B)	Correct. After giving a detailed and positive description of Lakota cultural values in the first three paragraphs, the author’s tone in the phrase “to capture and herd all the Lakota onto reservations once and for all” conveys disapproval of the Army’s behavior by characterizing it as dehumanizing through choices such as the use of the word “herd,” whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.	
(C)	Incorrect. The passage makes no mention of the army’s strategies or weaponry, and nothing about the tone of the description conveys awe. Rather, the author’s tone in the description conveys disapproval of the Army’s behavior by characterizing it as dehumanizing through choices such as the use of the word “herd,” whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.	
(D)	Incorrect. Although the use of the phrase “once and for all” in the description suggests that the Army may have tried and failed to accomplish something similar in the past, nothing about the tone of the description conveys indignation at previous failures to follow through on the plan. Rather, the author’s tone in the description conveys disapproval of the Army’s behavior by characterizing it as dehumanizing through choices such as the use of the word “herd,” whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.	
(E)	Incorrect. The passage makes no mention of the army’s foresight or managerial skills, and nothing about the tone of the description conveys pride in the Army. Rather, the author’s tone in the description conveys disapproval of the Army’s behavior by characterizing it as dehumanizing through choices such as the use of the word “herd,” whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.	

Question 6

Skill	Essential Knowledge	Unit
5.C. Recognize and explain the use of methods of development to accomplish a purpose.	REO-1.K. When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.	4
(A)	Incorrect. The last sentence of the fourth paragraph does make reference to turbulent episodes that occurred during the nineteenth century, but it does not characterize the present as peaceful or shift its focus to the present day. Rather, in the last sentence of the fourth paragraph, the author shifts his focus from Euro-American history, in which Crazy Horse is remembered “primarily because he defeated Crook or Custer,” to Lakota cultural memory, in which he stands out for having been “a humble man.” This shift is an example of the way in which the author uses contrast to develop his ideas by examining differences between two ways in which Crazy Horse is remembered.	
(B)	Incorrect. In the second sentence of the fourth paragraph the author does make reference to the Oglala being one of seven Lakota groups, but this topic is not brought up in the last sentence of the fourth paragraph, and the author does not shift focus in this sentence from the Oglala to other Lakota groups. Rather, in this sentence the author shifts his focus from Euro-American history, in which Crazy Horse is remembered “primarily because he defeated Crook or Custer,” to Lakota cultural memory, in which he stands out for having been “a humble man.” This shift is an example of the way in which the author uses contrast to develop his ideas by examining differences between two ways in which Crazy Horse is remembered.	
(C)	Incorrect. The last sentence of the fourth paragraph does make reference to Crazy Horse, General Crook, and Lieutenant Colonel Custer, but the shift in focus is away from Crook and Custer onto Lakota cultural memory of Crazy Horse as a humble man, rather than from Crazy Horse to Crook and Custer. Lakota cultural memory of Crazy Horse is then discussed throughout the rest of the passage, and this shift in focus from Euro-American history, in which Crazy Horse is remembered “primarily because he defeated Crook or Custer,” to Lakota cultural memory, in which he stands out for having been “a humble man,” is an example of the way in which the author uses contrast to develop his ideas by examining differences between two ways in which Crazy Horse is remembered.	

Question 6 (continued)

(D)	Correct. In the last sentence of the fourth paragraph, the author shifts his focus from Euro-American history, in which Crazy Horse is remembered “primarily because he defeated Crook or Custer,” to Lakota cultural memory, in which he stands out for having been “a humble man.” This shift is an example of the way in which the author uses contrast to develop his ideas by examining differences between two ways in which Crazy Horse is remembered.
(E)	Incorrect. The last sentence of the fourth paragraph does make reference to Crazy Horse’s reputation among the Lakota and to his place in traditional Euro-American history books, but the shift in focus is away from Crazy Horse’s place in Euro-American history books as the man who defeated Crook and Custer and onto his reputation among the Lakota as a humble man. Lakota cultural memory of Crazy Horse is then discussed throughout the rest of the passage, and this shift in focus from Euro-American history to Lakota cultural memory is an example of the way in which the author uses contrast to develop his ideas by examining differences between two ways in which Crazy Horse is remembered.

Question 7

Skill	Essential Knowledge	Unit
3.A. Identify and explain claims and evidence within an argument.	CLE-1.F. Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.	2
(A)	Incorrect. In the final sentence of the fifth paragraph, Sitting Bull is presented as an example of a man who achieved a following as a combat leader prior to becoming a political leader. This way of describing Sitting Bull does suggest that he was a man of action as a combat leader, but nothing about it suggests that he became contemplative after becoming a political leader, so it cannot be claimed that his example in the fifth paragraph illustrates the claim that Lakota politicians were contemplative while Lakota warriors were men of action. Rather, in the last sentence of the fifth paragraph, the author uses the example of Sitting Bull to illustrate the point that in Lakota culture, warrior societies offered a path of entry into political power structures.	
(B)	Correct. In the last sentence of the fifth paragraph, the author indicates that Sitting Bull’s success as a leader within a warrior society offered him a path of entry into a leadership role within Lakota political power structures. The author strategically uses this example to illustrate the point that warrior societies offered such a path and to amplify the point made in the third sentence of the fifth paragraph that in Lakota culture, success on the battlefield earned status in Lakota society at large.	
(C)	Incorrect. The fifth paragraph makes no mention of Sitting Bull’s having had athletic victories, so it cannot be claimed that his example in the fifth paragraph illustrates a feature of Lakota culture in which athletic victories in the arena were as significant as military victories in battle. Rather, in the last sentence of the fifth paragraph, the author uses the example of Sitting Bull to illustrate the point that in Lakota culture, warrior societies offered a path of entry into political power structures.	
(D)	Incorrect. Although the fifth paragraph indicates that Sitting Bull came from a different group within the Lakota than Crazy Horse, no differences in methods of leadership are discussed, so it cannot be claimed that Sitting Bull’s example illustrates a feature of Lakota culture in which different groups within the Lakota prioritized different methods of leadership. Rather, in the last sentence of the fifth paragraph, the author uses the example of Sitting Bull to illustrate the point that in Lakota culture, warrior societies offered a path of entry into political power structures.	

Question 7 (continued)

(E)	<p>Incorrect. Although age and experience are mentioned several times during the passage, no mention is made in the fifth paragraph of exactly which features of Sitting Bull’s background were seen as the most desirable leadership qualities, so it cannot be claimed that Sitting Bull’s example illustrates a feature of Lakota society in which age and experience are even more desirable leadership qualities than bravery to the Lakota. Rather, in the last sentence of the fifth paragraph, the author uses the example of Sitting Bull to illustrate the point that in Lakota culture, warrior societies offered a path of entry into political power structures.</p>
-----	---

Question 8

Skill	Essential Knowledge	Unit
3.A. Identify and explain claims and evidence within an argument.	CLE-1.F. Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.	2
(A)	<p>Correct. In the sixth paragraph, the author explains that the name His Horse Stands in Sight derived from Crazy Horse’s reckless behavior of dismounting during battle and kneeling beside his war horse but that while engaging in this behavior he demonstrated calculating calm by taking “deliberate aim at the enemy” (paragraph 6, sentence 2). Thus, it can be said that the author uses evidence strategically and purposefully to illustrate the point that the story of the name His Horse Stands in Sight demonstrates Crazy Horse’s combination of recklessness and calculating calm.</p>	
(B)	<p>Incorrect. The story does refer to a particular mounted battle tactic used by one Lakota warrior, but it suggests that this behavior was highly unusual, so it cannot be said to illustrate mounted battle tactics that came to characterize Lakota warfare. Rather, the story illustrates Crazy Horse’s combination of recklessness and calculating calm by juxtaposing the recklessness of his habit of dismounting in battle with the calm he demonstrated by taking deliberate aim at the enemy while dismounted.</p>	
(C)	<p>Incorrect. The story does refer to a Lakota warrior riding a horse, but it makes no claims about the rider’s skill in horseback riding itself and the importance of such skill, so it cannot be said to illustrate the importance of a Lakota warrior’s skill in horseback riding. Rather, the story illustrates Crazy Horse’s combination of recklessness and calculating calm by juxtaposing the recklessness of his habit of dismounting in battle with the calm he demonstrated by taking deliberate aim at the enemy while dismounted.</p>	

Question 8 (continued)

(D)	Incorrect. Although elsewhere in the passage the author discusses the importance of Crazy Horse’s reputation among his people as a model of humility, this particular story does not refer to Crazy Horse’s humility, so it cannot be said to illustrate Crazy Horse’s reputation among his people as a model of humility. Rather, this story illustrates Crazy Horse’s combination of recklessness and calculating calm by juxtaposing the recklessness of his habit of dismounting in battle with the calm he demonstrated by taking deliberate aim at the enemy while dismounted.
(E)	Incorrect. Although the passage discusses the storytelling style of participants in the waktoglaka ceremony elsewhere, this particular story does not discuss storytelling style, so it cannot be said to illustrate the storytelling style of a participant in the waktoglaka ceremony. Rather, this story illustrates Crazy Horse’s combination of recklessness and calculating calm by juxtaposing the recklessness of his habit of dismounting in battle with the calm he demonstrated by taking deliberate aim at the enemy while dismounted.

Question 9

Skill	Essential Knowledge	Unit
7.B. Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	STL-1.L. The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.	7
(A)	Incorrect. Nothing in these sentences suggests that the author believes that Crazy Horse lacked knowledge of himself, so their use of the passive voice cannot be said to suggest that the author holds such a belief. Rather, the author’s use of the passive voice in these two sentences without attributing the claims they make to specific observers suggests that the author believes that these claims are generally accepted and that the stories about Crazy Horse passed on by his contemporaries offer a credible record of Crazy Horse’s life.	
(B)	Correct. The author’s use of the passive voice in these two sentences without attributing the claims they make to specific observers suggests that the author believes that these claims are generally accepted and that the stories about Crazy Horse passed on by his contemporaries offer a credible record of Crazy Horse’s life.	
(C)	Incorrect. These two sentences focus on claims about Crazy Horse passed down by the Lakota rather than documented by historians, so their use of the passive voice cannot be said to suggest that the author believes that Crazy Horse’s habits and appearance are thoroughly documented by historians. Rather, the author’s use of the passive voice in these two sentences without attributing the claims they make to specific observers suggests that the author believes that these claims are generally accepted and that the stories about Crazy Horse passed on by his contemporaries offer a credible record of Crazy Horse’s life.	

Question 9 (continued)

(D)	Incorrect. Although the use of the passive voice in these two sentences without attributing the claims they make to specific observers does suggest that the author sees those claims as common knowledge, the author never made firsthand observations of Crazy Horse, so their use of the passive voice cannot be said to suggest that the author believes that common knowledge supports his own firsthand observations of Crazy Horse. Rather, the author's use of the passive voice in these two sentences without attributing the claims they make to specific observers suggests that the author believes that these claims are generally accepted and that the stories about Crazy Horse passed on by his contemporaries offer a credible record of Crazy Horse's life.
(E)	Incorrect. The author makes no claims about the knowledge of present-day readers in these two sentences, so their use of the passive voice cannot be said to suggest that the author believes that Crazy Horse's reputation and appearance are unknown to such readers. Rather, the author's use of the passive voice in these two sentences without attributing the claims they make to specific observers suggests that the author believes that these claims are generally accepted and that the stories about Crazy Horse passed on by his contemporaries offer a credible record of Crazy Horse's life.

Question 10

Skill	Essential Knowledge	Unit
5.A. Describe the line of reasoning and explain whether it supports an argument's overarching thesis.	REO-1.C. Writers explain their reasoning through commentary that connects chosen evidence to the claim.	3
(A)	Incorrect. The author refers throughout the passage to Crazy Horse's not recounting his war stories and suggests that this behavior may relate to his having been "painfully shy," but the author never indicates that Crazy Horse declined to tell war stories when asked, so it cannot be claimed that in describing him as "painfully shy" the author offers "an analysis of Crazy Horse's refusal to tell his war stories." Rather, the author offers an attribution of an emotional quality (being shy) to explain an aspect of Crazy Horse's humble demeanor—his never having discussed his exploits in battle at a public waktoglaka ceremony (paragraph 6, final two sentences).	
(B)	Incorrect. In describing Crazy Horse as "painfully shy," the author does suggest that Crazy Horse had a fear of public speaking, but the author gives no indication that he himself suffers from such a fear, so it cannot be claimed that the author is offering "a personal identification with Crazy Horse's fear of public speaking." Rather, the author offers an attribution of an emotional quality (being shy) to explain an aspect of Crazy Horse's humble demeanor—his never having discussed his exploits in battle at a public waktoglaka ceremony (paragraph 6, final two sentences).	
(C)	Correct. In describing Crazy Horse as "painfully shy," the author explains his reasoning by offering commentary that connects evidence chosen to demonstrate that one aspect of Crazy Horse's humble demeanor—his never having discussed his exploits in battle at a public waktoglaka ceremony (paragraph 6, final two sentences)—can be explained by the attribution of the emotional quality of being shy.	
(D)	Incorrect. The author indicates that Crazy Horse rarely if ever told stories and says nothing about the quality of any storytelling performances Crazy Horse may have given, so it cannot be claimed that in describing Crazy Horse as "painfully shy," the author offers "a derogatory assessment of Crazy Horse's inept storytelling performance." Rather, the author offers an attribution of an emotional quality (being shy) to explain an aspect of Crazy Horse's humble demeanor—his never having discussed his exploits in battle at a public waktoglaka ceremony (paragraph 6, final two sentences).	
(E)	Incorrect. Nothing in the passage suggests that the author has doubts about accounts of Crazy Horse's bravery, so it cannot be claimed that in describing him as "painfully shy," the author offers "a charge that Crazy Horse was less brave than legend suggests." Rather, the author offers an attribution of an emotional quality (being shy) to explain an aspect of Crazy Horse's humble demeanor—his never having discussed his exploits in battle at a public waktoglaka ceremony (paragraph 6, final two sentences).	

Question 11

Skill	Essential Knowledge	Unit
3.C. Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	CLE-1.X. Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.	7
(A)	Incorrect. Although the use of the qualifier “probably” indicates that the author is not sufficiently confident of the assertion that Crazy Horse “spoke in public only twice” to use a qualifier such as “definitely” or “clearly,” the author’s references to historical accounts in the fourth paragraph suggest that he may well have directly consulted historical records, and nothing in the passage suggests that he has intentionally chosen not to consult historical records. Rather, this use of “probably” could well be explained by the author’s having credible evidence of only two public speeches by Crazy Horse while not having sufficient evidence to rule out Crazy Horse’s having made other speeches of which the author is not currently aware.	
(B)	Incorrect. Although the passage makes repeated references to Crazy Horse’s humility, the author offers a clear point of view throughout the passage, and nothing about the way he makes his arguments specifically suggests humility, so it seems unlikely that his use of the qualifier “probably” here is best explained as the author’s showing “humility by not asserting his own truth.” Rather, this use of “probably” could well be explained by the author’s having credible evidence of only two public speeches by Crazy Horse while not having sufficient evidence to rule out Crazy Horse’s having made other speeches of which the author is not currently aware.	
(C)	Incorrect. Although the use of the qualifier “probably” does reflect an acknowledgement on the author’s part of the possibility that the assertion that Crazy Horse “spoke in public only twice” is incorrect, it does not suggest that the author thinks the assertion is more likely wrong than right, nor is it made in a way that suggests the author is seeking to gain readers’ sympathy. Rather, this use of “probably” could well be explained by the author’s having credible evidence of only two public speeches by Crazy Horse while not having sufficient evidence to rule out Crazy Horse’s having made other speeches of which the author is not currently aware.	
(D)	Correct. The author uses the qualifier “probably” in the first sentence of the seventh paragraph to specify that it is reasonable to assert that Crazy Horse spoke in public only twice but that this assertion has not been validated sufficiently for the author to use a characterization such as “definitely” or “clearly.” This use of “probably” could well be explained by the author’s having credible evidence of only two public speeches by Crazy Horse while not having sufficient evidence to rule out Crazy Horse’s having made other speeches of which the author is not currently aware.	

Question 11 (continued)

(E)	Incorrect. Although the author has made an earlier claim that Crazy Horse was “shy,” this use of the qualifier “probably” is used to suggest that a piece of evidence supporting that claim is more likely to be valid than invalid, so it cannot be said that a likely explanation for the author’s use of the qualifier “probably” here is a desire not to contradict this claim. Rather, this use of “probably” could well be explained by the author’s having credible evidence of only two public speeches by Crazy Horse while not having sufficient evidence to rule out Crazy Horse’s having made other speeches of which the author is not currently aware.
-----	--

Question 12

Skill	Essential Knowledge	Unit
5.A. Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.	REO-1.M. The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.	5
(A)	Correct. In the final two paragraphs of the passage, the author provides evidence of Crazy Horse’s ferocity and courage in battle with examples such as his “habit of dismounting in the midst of fighting, then kneeling beside his war horse to take deliberate aim at the enemy” (paragraph 6, sentence 2) and evidence of his modesty in dress and speech with examples such as the fact that he “probably spoke in public only twice” (paragraph 7, sentence 1) and that the only decoration he wore with any regularity was “a single feather” even though he was entitled to wear more elaborate dress (paragraph 7, sentences 2–3). Thus, these paragraphs can be said to provide evidence in support of the claim that one can logically conclude that Crazy Horse displayed ferocity in battle and modesty in dress and speech.	
(B)	Incorrect. The final two paragraphs provide evidence of Crazy Horse’s shyness and comment on how he came to earn an adult name prior to being known as Crazy Horse, but they say nothing about why he changed his adult name, so one cannot derive the logical conclusion from these paragraphs that Crazy Horse’s shyness caused him to change his adult name. Rather, these paragraphs present evidence to support the logical conclusion that Crazy Horse displayed ferocity and courage in battle and modesty in dress and speech.	
(C)	Incorrect. The final two paragraphs mention war apparel, but they say nothing about whether elaborately decorated war apparel was a hindrance on the battlefield, so one cannot derive the logical conclusion from these paragraphs that elaborately decorated war apparel is a hindrance on the battlefield. Rather, these paragraphs present evidence to support the logical conclusion that Crazy Horse displayed ferocity and courage in battle and modesty in dress and speech.	

Question 12 (continued)

(D)	Incorrect. The final two paragraphs mention that Crazy Horse was known to wear a single feather, that he was entitled to wear eagle feathers, and that he was known for his habit of dismounting in battle, but they provide no evidence relating the feather Crazy Horse wore to his dismounting in battle, so one cannot derive the logical conclusion from these paragraphs that “Crazy Horse’s lone eagle feather symbolized his habit of dismounting in battle.” Rather, these paragraphs present evidence to support the logical conclusion that Crazy Horse displayed ferocity and courage in battle and modesty in dress and speech.
(E)	Incorrect. The final two paragraphs mention Crazy Horse’s war horse but say nothing about his rejecting praise or insisting that others acknowledge the vital role of his war horse, so one cannot derive the logical conclusion from these paragraphs that Crazy Horse rejected praise that didn’t acknowledge the vital role of his war horse. Rather, these paragraphs present evidence to support the logical conclusion that Crazy Horse displayed ferocity and courage in battle and modesty in dress and speech.

Question 13

Skill	Essential Knowledge	Unit
1.B. Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.	RHS-1.F. Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make.	2
(A)	Correct. The author chooses to explain basic elements of Lakota culture, such as the meaning of the term waktoglaka (paragraph 1, sentence 2) and the composition of the Lakota people (paragraph 4, sentences 1–2), which suggests that he believes some members of his audience have little background knowledge of the Lakota and need basic information about them. He also indicates that it is primarily “we Lakota” who are familiar with Crazy Horse from Lakota accounts that stress his humility (paragraph 4, final sentence) rather than Euro-American accounts of Crazy Horse’s battlefield successes that made him “one of the most familiar names” to emerge from the nineteenth-century American West (paragraph 4, sentence 3). Thus, it is reasonable to conclude that the author anticipates that some members of his audience “are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.”	

Question 13 (continued)

(B)	<p>Incorrect. The author chooses to provide basic details about major battles involving General George Crook and Lieutenant Colonel George Custer, which suggests that he anticipates that some members of his audience may lack detailed knowledge of the military campaigns of Crook and Custer; conversely, nothing about the passage suggests that he anticipates that some members of his audience already have detailed knowledge of these campaigns. Rather, the author makes choices that suggest that he anticipates that some members of his audience are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.</p>
(C)	<p>Incorrect. Although the author stresses the importance of humility as a virtue to the Lakota, he does not make choices, such as arguing for the importance of humility in general, that would suggest that he anticipates that some members of his audience may have an insufficient appreciation of humility as a virtue. Rather, the author makes choices that suggest that he anticipates that some members of his audience are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.</p>
(D)	<p>Incorrect. The author chooses to provide basic details about Lakota combat tactics, which suggests that he anticipates that some members of his audience may lack a basic understanding of the combat tactics used by Lakota warriors; conversely, nothing about the passage suggests that he anticipates that some members of his audience already have such a basic understanding. Rather, the author makes choices that suggest that he anticipates that some members of his audience are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.</p>
(E)	<p>Incorrect. The passage does not make claims about how the qualities of a good leader vary from one culture to another, and none of the choices the author makes suggest that he anticipates that some members of his audience may be skeptical of the idea that such variation exists. Rather, the author makes choices that suggest that he anticipates that some members of his audience are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.</p>

Question 14

Skill	Essential Knowledge	Unit
1.A. Identify and describe components of the rhetorical situation: the exigence, audience, purpose, context, and message.	RHS-1.I. The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	4
(A)	Incorrect. The speaker does not offer the audience a promise or oath regarding the speaker’s own behavior to engage the audience’s attention; rather, the speaker engages the audience’s attention by introducing the thesis of the passage’s argument through the use of the imperative “Let” followed by cautions against a particular behavior.	
(B)	Incorrect. The speaker does not attempt to engage the audience’s attention by reciting a traditional formula; rather, the speaker engages the audience’s attention by introducing the argument’s thesis through the use of the imperative “Let” followed by cautions against a particular behavior.	
(C)	Correct. The speaker engages the audience’s attention by using the imperative “Let” to urge the audience to pay attention to the dangers posed by affecting an aloof, cynical indifference to emotions and beliefs. This recommendation cautioning against such behavior serves to introduce the argument’s thesis.	
(D)	Incorrect. The speaker does not offer the audience an admission or confession regarding the speaker’s own behavior to engage the audience’s attention; rather, the speaker engages the audience’s attention by introducing the thesis of the passage’s argument through the use of the imperative “Let” followed by cautions against a particular behavior.	
(E)	Incorrect. The speaker does not offer the audience an apology of any sort to engage the audience’s attention; rather, the speaker engages the audience’s attention by introducing the thesis of the passage’s argument through the use of the imperative “Let” followed by cautions against a particular behavior relating to skepticism.	

Question 15

Skill	Essential Knowledge	Unit
7.A. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	STL-1.A. Words have both connotative and denotative meanings.	5
(A)	Incorrect. In the context of the first paragraph, the speaker does not use the word “temptation” to convey criticism of the tendency to be attracted to superficial pleasures such as food and drink; rather, the speaker uses it to criticize a tendency to be attracted to behaviors that lead to the failing of disengaging from moral responsibility by treating “good and evil as one.”	
(B)	Incorrect. In the context of the first paragraph, the speaker does not use the word “temptation” to convey criticism of the tendency to be attracted to behaving in different ways to please different kinds of people; rather, the speaker uses it to criticize a tendency to be attracted to playing one particular role that leads to the failing of disengaging from moral responsibility by treating “good and evil as one.”	
(C)	Incorrect. In the context of the first paragraph, the speaker does not use the word “temptation” to convey criticism of the tendency to undervalue friendship or take friends for granted; rather, the speaker uses it to criticize a tendency to be attracted to behaviors that lead to the failing of disengaging from moral responsibility by treating “good and evil as one.”	
(D)	Incorrect. While the paragraph as a whole criticizes the tendency to avoid difficult challenges, the speaker’s use of the word “temptation” is connected directly to specific criticism of behaviors that lead to the failing of disengaging from moral responsibility by treating “good and evil as one” rather than to the criticism of avoiding difficult challenges that appears later in the paragraph.	
(E)	Correct. In the context of the first paragraph, the speaker uses the word “temptation” to convey that the tendency to believe oneself to have “outgrown emotions and beliefs” is not a sign of sophistication and maturity but instead a manifestation of attraction to a dangerous lure that leads to disengagement from moral responsibility by treating “good and evil as one.”	

Question 16

Skill	Essential Knowledge	Unit
1.A. Identify and describe components of the rhetorical situation: the exigence, audience, purpose, context, and message.	RHS-1.I. The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	4
(A)	Incorrect. In the first paragraph, the speaker criticizes those who believe they have “outgrown emotions and beliefs” rather than emotions and beliefs themselves. The speaker elaborates on this criticism by equating “intellectual aloofness” with “an attitude of sneering disbelief toward all that is great and lofty,” which the speaker characterizes as a manifestation “not . . . of superiority but of weakness.”	
(B)	Incorrect. In the first paragraph, the speaker criticizes those who hold “an attitude of sneering disbelief toward all that is great and lofty” but does not criticize great and lofty things themselves. The first paragraph introduces the argument criticizing this attitude of sneering disbelief, which it equates with “intellectual aloofness” and goes on to characterize as a manifestation “not . . . of superiority but of weakness.”	
(C)	Incorrect. In the first paragraph, the speaker criticizes those who hold “an attitude of sneering disbelief” toward “noble effort” but does not criticize noble effort itself. The first paragraph introduces the argument criticizing this attitude of sneering disbelief, which it equates with “intellectual aloofness” and goes on to characterize as a manifestation “not . . . of superiority but of weakness.”	
(D)	Correct. In the first paragraph, the speaker introduces an argument that equates “intellectual aloofness” with “an attitude of sneering disbelief toward all that is great and lofty,” which the speaker criticizes as a manifestation “not . . . of superiority but of weakness.”	
(E)	Incorrect. In the first paragraph, the speaker criticizes men “unfit to bear their part painfully in the stern strife of living,” not the stern strife of living itself. The speaker introduces criticism of such men at the outset of the passage and elaborates on it by equating “intellectual aloofness” with “an attitude of sneering disbelief toward all that is great and lofty,” which the speaker characterizes as a manifestation “not . . . of superiority but of weakness.”	

Question 17

Skill	Essential Knowledge	Unit
1.A. Identify and describe components of the rhetorical situation: the exigence, audience, purpose, context, and message.	RHS-1.B. The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text.	1
(A)	Incorrect. The speaker does not suggest in the first paragraph that all men “of lettered leisure” have a tendency to avoid conflict. Rather, the exigence that has prompted the argument presented in the passage is the belief that such men face a choice regarding involvement with “life’s realities.”	
(B)	Correct. The exigence that has prompted the argument presented in the passage is the belief that “the man of lettered leisure” faces a choice between “an intellectual aloofness” that disdains involvement with “life’s realities” on the one hand, and on the other an embrace of involvement typical of the man who “spends himself in a worthy cause.”	
(C)	Incorrect. The speaker does not characterize the actions of “the man of lettered leisure” as either selflessly altruistic or self-interested; rather the exigence that has prompted the argument presented in the passage is the belief that such men of leisure face a choice regarding involvement with “life’s realities.”	
(D)	Incorrect. The speaker does not suggest in the first paragraph that men “of lettered leisure” typically have a desire to improve themselves and thus become better than they currently are. Rather, the exigence that has prompted the argument presented in the passage is the belief that such men face a choice regarding involvement with “life’s realities.”	
(E)	Incorrect. In the first paragraph the speaker does suggest that some men “of lettered leisure” hold themselves apart from others, but the passage criticizes this behavior as a manifestation of weakness and argues that the reasons offered for it are invalid excuses for such men to “hide from others and from themselves.” The exigence that has prompted the argument presented in the passage is the belief that men of lettered leisure face a choice regarding involvement with “life’s realities.”	

Question 18

Skill	Essential Knowledge	Unit
5.C. Recognize and explain the use of methods of development to accomplish a purpose.	REO-1.K. When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.	4
(A)	Incorrect. The first paragraph does focus on a description of people with a particular personality type, but the second paragraph focuses on contrasting them to other people with a different personality type rather than on a narrative detailing the actions of the people described in the first paragraph.	
(B)	Incorrect. The first paragraph does introduce a phenomenon associated with a particular personality type, but the second paragraph does not focus on enumerating the causes of that phenomenon. Rather, the second paragraph focuses on contrasting people with the personality type described in the first paragraph to people with a different personality type.	
(C)	Incorrect. The first paragraph does present an argument regarding people with a particular personality type, but the second paragraph contrasts people with that personality type to other people with a different personality type to offer support for the argument presented in the first paragraph rather than to rebut it.	
(D)	Incorrect. The first and second paragraphs do not offer contrasting perspectives on a single course of action; rather the first paragraph is devoted primarily to criticizing men with a personality type that takes “pride in cynicism” and “will not accept contact with life’s realities” while the second paragraph compares these men unfavorably with a contrasting personality type characterized by the man that embraces action.	
(E)	Correct. The first paragraph is devoted primarily to criticizing men with a personality type that takes “pride in cynicism” and “will not accept contact with life’s realities” or take part in “the stern strife of living.” The second paragraph compares these men unfavorably with a contrasting personality type characterized by the man that embraces action and “spends himself in a worthy cause.”	

Question 19

Skill	Essential Knowledge	Unit
7.B. Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	STL-1.L. The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.	7
(A)	Incorrect. In the first two sentences of the second paragraph, negative words such as “not” and “nor” do appear repeatedly, but they are not used to highlight contradictions within opposing viewpoints; rather, they are used to highlight the speaker’s single viewpoint regarding the differences between two personality types. In this section of the passage, the speaker does make a strategic stylistic decision to use clauses introduced by “who” repeatedly to emphasize engaging images of these two personality types and reinforce the contrast between them.	
(B)	Correct. In the first two sentences of the second paragraph, the speaker makes a strategic stylistic decision to use clauses introduced by “who” repeatedly to present engaging and contrasting images of the two types of men under discussion; for example, “the man who points out how the strong man stumbles” but does not engage with life’s realities is contrasted to the vivid image of “the man who is actually in the arena, whose face is marred by dust and sweat and blood . . . who spends himself in a worthy cause.”	
(C)	Incorrect. In the first two sentences of the second paragraph, a variety of punctuation marks do appear, but the qualities of the “man who is actually in the arena” are portrayed as consistent rather than contradictory, and the different types of punctuation marks found in the section are used to clarify the logical relationship among ideas rather than to highlight contradictions. In this section of the passage, the speaker does make a strategic stylistic decision to use clauses introduced by “who” repeatedly to emphasize engaging images of two personality types and reinforce the contrast between them.	
(D)	Incorrect. In the first two sentences of the second paragraph, words such as “sweat” and “strive” are used to praise the man of action for striving “valiantly” and “daring greatly” rather than to acknowledge that critics of the active life make valid points. In this section of the passage, the speaker does make a strategic stylistic decision to use clauses introduced by “who” repeatedly to emphasize engaging images of two personality types and reinforce the contrast between them.	
(E)	Incorrect. In the first two sentences of the second paragraph, there is no suggestion that superlatives such as “the best” and “the worst” are being used ironically; rather, they are used to define the end points of a range of possibilities—the triumph of high achievement at one extreme, failure “while daring greatly” at the other. In this section of the passage, the speaker does make a strategic stylistic decision to use clauses introduced by “who” repeatedly to emphasize engaging images of two personality types and reinforce the contrast between them.	

Question 20

Skill	Essential Knowledge	Unit
5.C. Recognize and explain the use of methods of development to accomplish a purpose.	REO-1.K. When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.	4
(A)	Incorrect. Sentences 4 and 5 of the second paragraph refer to the existence of self-government but do not make an argument for its importance. The primary significance of these sentences in the speaker’s line of reasoning is to explain that among the “free peoples,” the “men of cloistered life who shrink from contact with their fellows” and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.	
(B)	Incorrect. Sentences 4 and 5 of the second paragraph refer to people who use the “conditions of life” as an excuse not to take action but make no argument regarding a distinction between conditions under which it is possible to act and those under which it is not. The primary significance of these sentences in the speaker’s line of reasoning is to explain that among the “free peoples,” the “men of cloistered life who shrink from contact with their fellows” and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.	
(C)	Incorrect. Sentences 4 and 5 of the second paragraph criticize men who choose the cloistered life, but the reasons for this choice are not presented in this section of the passage. The primary significance of these sentences in the speaker’s line of reasoning is to explain that among the “free peoples,” the “men of cloistered life who shrink from contact with their fellows” and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.	
(D)	Correct. The primary significance of sentences 4 and 5 of the second paragraph in the speaker’s line of reasoning is to explain that among the “free peoples,” the “men of cloistered life who shrink from contact with their fellows” and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.	

Question 20 (continued)

(E)	Incorrect. Sentences 4 and 5 of the second paragraph refer to men of action who “bear the brunt of the day,” but their motivation for doing so is not presented in this section of the passage. The primary significance of these sentences in the speaker’s line of reasoning is to explain that among the “free peoples,” the “men of cloistered life who shrink from contact with their fellows” and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.
-----	---

Question 21

Skill	Essential Knowledge	Unit
3.A. Identify and explain claims and evidence within an argument.	CLE-1.K. Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports.	3
(A)	Incorrect. It is “the man who does nothing” whom the speaker describes as cutting a “sordid figure in the pages of history,” whereas Hotspur is described as a man of action “spent with hard fighting” and therefore represents an example of “the men who quell the storm and ride the thunder.”	
(B)	Incorrect. It is “the man who does nothing” who represents an example of “a cynic, or fop, or voluptuary,” whereas Hotspur is described as a man of action “spent with hard fighting” and therefore represents an example of “the men who quell the storm and ride the thunder.”	
(C)	Incorrect. “The being whose tepid soul knows nothing of great and generous emotion” is set in opposition to “the men who quell the storm and ride the thunder,” whereas Hotspur is described as a man of action “spent with hard fighting” and therefore represents an example of “the men who quell the storm and ride the thunder.”	
(D)	Correct. Hotspur represents an example of the men of action “who quell the storm and ride the thunder” whom the speaker praises. Like them, Hotspur is described as a man of action “spent with hard fighting” and is then cited as evidence by the speaker that the man of action is memorable whereas men such as the “young lord,” who find excuses not to take action, are forgotten.	
(E)	Incorrect. Hotspur is described as a man of action “spent with hard fighting” and is therefore set in opposition to “the young lord” who finds excuses not to take action. As a man of action, Hotspur represents an example of “the men who quell the storm and ride the thunder.”	

Question 22

Skill	Essential Knowledge	Unit
3.C. Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	CLE-1.AC. When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.	9
(A)	Correct. Throughout the passage, the speaker praises men of action whether they succeed or fail “given only that they have nobly ventured, and have put forth all their heart and strength.” Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, the observation that “action without discretion can incur disastrous results” introduces a contrasting perspective on the speaker’s argument that serves to rebut or counter it.	
(B)	Incorrect. The speaker argues that “The credit belongs to the man [taking direct action] who is actually in the arena” and would likely agree that “change can only occur through direct action,” so this observation does not serve to counter the speaker’s argument. Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, however, the observation that “action without discretion can incur disastrous results” introduces a contrasting perspective on the speaker’s argument that serves to rebut or counter it.	
(C)	Incorrect. Although the speaker praises men of action throughout the passage, the speaker never makes a claim distinguishing the actions of leaders from the actions of followers, so the observation that “true action can only be achieved by leaders of men” does not serve to counter the speaker’s argument that men of action merit praise whether they succeed or fail “given only that they have nobly ventured, and have put forth all their heart and strength.” Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, however, the observation that “action without discretion can incur disastrous results” introduces a contrasting perspective on the speaker’s argument that serves to rebut or counter it.	
(D)	Incorrect. Although the speaker praises taking action throughout the passage, the speaker never makes a claim distinguishing individual action from collective action, so the observation that “individual action is more important than collective action” does not serve to counter the speaker’s argument that men of action merit praise whether they succeed or fail “given only that they have nobly ventured, and have put forth all their heart and strength.” Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, however, the observation that “action without discretion can incur disastrous results” introduces a contrasting perspective on the speaker’s argument that serves to rebut or counter it.	

Question 22 (continued)

(E)	Incorrect. The speaker argues that those who fail to do the “rough work of a workaday world” should feel shame and would likely agree that “failure to act often instills a sense of shame,” so this observation does not serve to counter the speaker’s argument. Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, however, the observation that “action without discretion can incur disastrous results” introduces a contrasting perspective on the speaker’s argument that serves to rebut or counter it.
-----	---

Question 23

Skill	Essential Knowledge	Unit
3.A. Identify and explain claims and evidence within an argument.	CLE-1.A. Writers convey their positions through one or more claims which require a defense.	1
(A)	Incorrect. The passage never claims that the learned cynic is marked by the core failings of indecision and procrastination because the passage presents the cynic as having no plans to take action, meaning he cannot fail to decide among several possible actions [indecision] or fail by continually putting off a planned action [procrastination]. Rather, throughout the passage the speaker defends the claim that the learned cynic is marked by the core failings of cowardice, because such cynics “dare not even attempt [to take action],” and inauthenticity, because their pose of “intellectual aloofness” is feigned to obscure their actual “weakness.”	
(B)	Incorrect. The passage makes no specific claims about the learned cynic’s health or manners. Rather, throughout the passage the speaker defends the claim that the learned cynic is marked by the core failings of cowardice, because such cynics “dare not even attempt [to take action],” and inauthenticity, because their pose of “intellectual aloofness” is feigned to obscure their actual “weakness.”	
(C)	Incorrect. Although the passage does make passing reference to the learned cynic’s possible vanity in the first paragraph, this trait is not presented as a core failing, and the passage does not characterize the language the cynic uses to express his views as rude. Rather, throughout the passage the speaker defends the claim that the learned cynic is marked by the core failings of cowardice, because such cynics “dare not even attempt [to take action],” and inauthenticity, because their pose of “intellectual aloofness” is feigned to obscure their actual “weakness.”	
(D)	Correct. Throughout the passage, the speaker defends the claim that the learned “man of lettered leisure” who succumbs to the temptation to “pose . . . as a cynic” is marked by the core failings of cowardice, because such cynics “dare not even attempt [to take action],” and inauthenticity, because their pose of “intellectual aloofness” is feigned to obscure their actual “weakness.”	

Question 23 (continued)

(E)	Incorrect. The passage makes no specific claims about the learned cynic’s discretion or temperament. Rather, throughout the passage the speaker defends the claim that the learned cynic is marked by the core failings of cowardice, because such cynics “dare not even attempt [to take action],” and inauthenticity, because their pose of “intellectual aloofness” is feigned to obscure their actual “weakness.”
-----	---

Question 24

Skill	Essential Knowledge	Unit
7.A. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	STL-1.D. A writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style.	6
(A)	Incorrect. The speaker does not employ words or phrases expressive of curiosity about the passage’s subject that would create an inquisitive tone; rather, the speaker uses words and phrases conveying a negative opinion about the passage’s subject to create a critical tone.	
(B)	Correct. Through the choice of adjectives and phrases conveying a negative opinion such as “unhealthy” and “no man less worthy of respect,” the speaker establishes a critical tone toward the passage’s subject, the “man of lettered leisure . . . to whom good and evil are as one.”	
(C)	Incorrect. The speaker does not employ words or phrases conveying the high degree of concern with book learning and formal rules that would create a pedantic tone; rather, the speaker uses words and phrases conveying a negative opinion about the passage’s subject to create a critical tone.	
(D)	Incorrect. The speaker does not employ words or phrases conveying regret about the speaker’s own behavior or offering a justification for the behavior of others that would create an apologetic tone; rather, the speaker uses words and phrases conveying a negative opinion about the passage’s subject to create a critical tone.	
(E)	Incorrect. The speaker does not offer a first-person account built around the speaker’s own experiences and desires that would create an egocentric tone; rather, the speaker characterizes the passage’s subject using negative words and phrases presented in the third person as objective facts to create a critical tone.	

Question 25

Skill	Essential Knowledge	Unit
2.A. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	RHS-1.I. The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	4
(A)	Incorrect. The sentence as it is now does not include an engaging introduction that focuses the audience on the topic of the passage, self-awareness. There is another option that better captures the audience’s attention and introduces the subject of the passage.	
(B)	Correct. This introduction uses a familiar maxim, or saying, that serves to engage the audience and focus it on the subject of the passage: self-awareness. The sentence also engages the audience’s interest by indicating that self-knowledge is more complex than the saying “know yourself” would suggest. Using this version of the beginning of sentence 1 better introduces the topic and catches the audience’s attention with a well-known saying.	
(C)	Incorrect. This version of the beginning of sentence 1 suggests that the passage will delve into the subject of the human mind. However, the human mind as a topic is very broad, and it does not specifically relate to the subject of social psychology. There is another option that more specifically introduces the topic of self-awareness and at the same time engages the audience’s attention.	
(D)	Incorrect. This is an attractive choice because this version states that self-reflection is an important habit, and the passage as a whole discusses self-awareness. However, this version of the introduction suggests that the passage will discuss the importance of self-reflection as a habit, whereas it actually deals with an experiment that exposes the complexities of assessing one’s personality. The introduction should reflect this topic in a way that engages the audience’s attention.	
(E)	Incorrect. This version of the beginning of sentence 1 states that social psychology is constantly evolving. While this statement may be true, it does not serve to engage the audience’s attention or introduce the topic of the passage, which specifically deals with the complexities of self-awareness.	

Question 26

Skill	Essential Knowledge	Unit
2.B. Demonstrate an understanding of an audience's beliefs, values, or needs.	RHS-1.M. Word choice may reflect writers' biases and may affect their credibility with a particular audience.	8
(A)	Incorrect. The expression "conspired on" carries a negative connotation and therefore reveals a potential bias. The writer should choose a word with more neutral connotations in order to maintain credibility with the audience.	
(B)	Incorrect. The phrase "dreamed up" is not the best word choice to use in this context because the psychologists are designing an experiment, not imagining or inventing one. The writer should use a precise word that fits the context of the sentence and avoids showing a bias.	
(C)	Incorrect. The word "fabricated" suggests that the researchers "made up" the experiment, which is not the most precise word choice to use in this context. The writer should choose a word that has neutral connotations and does not reveal a bias.	
(D)	Incorrect. The phrase "threw together" suggests that the psychologists designed the experiment haphazardly or carelessly, which does not fit the context of the passage. The writer should use a precise word choice that avoids revealing a negative bias.	
(E)	Correct. The word "designed" means planned or created, which fits the context of the sentence and maintains a neutral connotation. Using this word avoids revealing a bias that could damage the writer's credibility with the audience.	

Question 27

Skill	Essential Knowledge	Unit
6.C. Use appropriate methods of development to advance an argument.	REO-1.I. When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences.	3
(A)	Correct. Adding this sentence expands on the narrative of the second paragraph, which describes the setup of the experiment. It also provides additional context for the third paragraph, which describes the differences between the participants' self-assessments and the observers' assessments. Thus, this sentence helps the writer develop ideas through narration, offering details about the experiment.	
(B)	Incorrect. This sentence describes how long it took the researchers to complete the experiment. While this may be useful information, it does not expand on the narration of the paragraph, which discusses the setup of the experiment, nor does it provide context for the following paragraph, which compares the subjects' and observers' assessments.	
(C)	Incorrect. Describing how long it took the researchers to transcribe the audio recordings is not relevant to the description of the experiment's setup. The writer should add a sentence that expands on the narrative in the second paragraph, which describes the experiences of participants in the experiment and provides context for the following paragraph, which compares the subjects' and observers' assessments.	
(D)	Incorrect. This sentence provides details about the test subjects, which is not relevant to the narrative developed in the second paragraph. The sentence should expand on the experiences of the participants in the experiment and provide context for the third paragraph, which discusses the results.	
(E)	Incorrect. This sentence clarifies the relationship between Vazire and Sun, which is not relevant to the narrative developed in the second paragraph. The sentence should instead expand on the experiences of the participants in the study and provide important context for the third paragraph, which explains the results of the study.	

Question 28

Skill	Essential Knowledge	Unit
8.B. Write sentences that clearly convey ideas and arguments.	STL-1.T. Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.	8
(A)	Incorrect. The underlined text defines a term that is important to the meaning of the sentence, so it is not irrelevant to the focus of the paragraph. The writer should keep the underlined text because it is a parenthetical element that provides clarifying information that helps the audience understand a potentially unfamiliar term.	
(B)	Incorrect. The underlined text clarifies the meaning of “neurotic,” which does not reveal any biases the writer may have. Therefore, this is not a valid reason to delete the text. The writer should keep the parenthetical element, because it addresses the audience’s needs by defining a potentially unfamiliar term.	
(C)	Incorrect. The parenthetical element interrupts the sentence to clarify what the writer means by “neurotic,” but it maintains the same formal tone used in the rest of the passage. The writer should keep the underlined text, because it addresses the needs of the audience by defining a potentially unfamiliar term.	
(D)	Correct. The parenthetical element may not be essential to understanding what it is describing, but it provides helpful information to the audience by clarifying a potentially unfamiliar term, “neurotic.” Therefore, the writer should leave the underlined text in the sentence to serve the audience’s needs.	
(E)	Incorrect. By clarifying what “neurotic” means, the writer is not making an emotional appeal in an attempt to persuade the audience to accept the paragraph’s claims. Rather, the parenthetical element addresses the audience’s needs by providing helpful information.	

Question 29

Skill	Essential Knowledge	Unit
6.B. Use transitional elements to guide the reader through the line of reasoning of an argument.	REO-1.N. Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.	5
(A)	Incorrect. It would not make logical sense to insert the sentence before sentence 8, which begins the discussion of how the participants' self-assessments and the observers' ratings compared. Because the sentence relates specifically to subjects' feelings of anxiety, it should be placed later in the paragraph after those feelings are first mentioned.	
(B)	Incorrect. The sentence does not make logical sense placed before sentence 9, because at this point in the paragraph it would interrupt the general discussion of ratings of personality traits with a discussion of one specific personality trait: anxiety. The sentence should instead be placed before sentence 11, because the sentence expands on the discussion of anxiety in sentence 10.	
(C)	Incorrect. The sentence does not make logical sense placed before sentence 10, because the sentence includes Sun's response to a discovery about subjects' feelings of anxiety. If placed before sentence 10, the sentence does not make sense because the audience does not know what Sun's observation refers to. The sentence should appear later in the paragraph so that it logically links to the discussion of subjects' anxiety in sentence 10.	
(D)	Correct. Before sentence 11 is the most logical place to insert the sentence, because the sentence expands on the idea that subjects reported feeling more anxious than observers believed, an idea introduced in sentence 10. Sentence 11 moves on to the idea that discrepancies existed between observers' and subjects' assessments of agreeableness. Therefore, to create coherence, the writer should add the sentence before sentence 11 because the sentence logically links to the idea in sentence 10.	
(E)	Incorrect. If placed before sentence 12, the sentence related to subjects' anxiety would interrupt the discussion about subjects' agreeable traits. This placement would not make logical sense, so the sentence should appear earlier in the paragraph in order to create coherence.	

Question 30

Skill	Essential Knowledge	Unit
4.A. Develop paragraphs comprised of a claim and evidence that supports the claim.	CLE-1.K. Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports.	3
(A)	Correct. This sentence adds commentary to show how the information in the third paragraph serves as evidence for the passage’s main claim, which is that people do not always recognize how they are behaving at a given moment. This sentence provides Sun and Vazire’s commentary on the results of the study, which showed that subjects did not always recognize their agreeable and disagreeable behaviors. Therefore, the sentence creates a logical relationship between the evidence in the paragraph and the main claim it supports.	
(B)	Incorrect. This sentence adds more details about the discrepancies between the participants’ and observers’ reports, which does not provide any commentary to link the evidence in the paragraph to the passage’s primary claim. Therefore, the writer should add a different sentence that comments on the study’s findings and explains how they support the main claim of the passage.	
(C)	Incorrect. While this sentence provides more details about the study’s results, it does not explain how the study as described in the paragraph provides evidence for the main claim of the passage. The writer should add a sentence that shows how the paragraph supports the idea that people do not always recognize their behaviors in the moment.	
(D)	Incorrect. This sentence provides the researchers’ hypothesis about one aspect of the study. However, it does not comment on how the paragraph provides evidence for the main claim of the passage, which is that people often fail to recognize their behavior at a given moment.	
(E)	Incorrect. This sentence provides Sun and Vazire’s assessment of one aspect of the study, but it does not show how the evidence presented in the third paragraph supports the passage’s main claim, which is that we cannot always trust what people say about their agreeable and disagreeable behaviors. The focus in this sentence is on the fact that we likely can trust what people say about other characteristics, but it does not mention the specific behaviors that are critical to the writer’s main claim.	

Question 31

Skill	Essential Knowledge	Unit
2.A. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	RHS-1.J. The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. A conclusion may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.	4
(A)	Incorrect. While the audience may find it interesting to know about the ethical considerations related to audio files, this fact does not logically fit in the conclusion, which discusses the implications of the study. The writer therefore should not add the sentence.	
(B)	Incorrect. Although the fact that the researchers took ethical considerations into account enhances the credibility of the study's conclusions, placing a sentence about it at this point in the passage interrupts the flow of the writer's conclusion. Therefore, the writer should not add the sentence here. The writer should not add the sentence if it does not help bring the argument to a unified end.	
(C)	Incorrect. Whether or not the methodology used here is similar to that used in other psychological studies is not directly relevant to the argument of the passage. The writer should not add the sentence here because it fails to bring the argument to a unified end.	
(D)	Incorrect. The sentence does not delve into boring details of research methodology, so this is not a valid reason to exclude the sentence. However, the sentence does not logically fit in the conclusion, which discusses the implications of the study's findings.	
(E)	Correct. The conclusion as it is written explains the implications of the study's findings. Therefore, adding this sentence would interrupt the flow of the conclusion because the sentence introduces irrelevant information about the decision not to share audio files. The writer should not add the sentence if it does not help bring the argument to a unified end.	

Question 32

Skill	Essential Knowledge	Unit
4.C. Qualify a claim using modifiers, counterarguments, or alternative perspectives.	CLE-1.W. Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.	7
(A)	Incorrect. This sentence asserts the writer’s confidence in the results of the study. However, the writer should qualify the passage’s conclusion by acknowledging that it depends on the validity of the study’s findings.	
(B)	Incorrect. This sentence goes too far in questioning the results of the study, which weakens the effectiveness of the argument. The writer should find a middle ground between trivializing the study’s importance and asserting its validity in absolute terms.	
(C)	Correct. This version qualifies the original sentence by acknowledging the possibility that the researchers’ conclusions may not be correct and uses the phrase “an important tool” to demonstrate the writer’s recognition that attention to one’s behavior is one of several tools that may improve interactions. By avoiding absolute terms when expressing claims, the writer demonstrates a commitment to accuracy.	
(D)	Incorrect. This version introduces the idea that people have to be willing to acknowledge their disagreeable behaviors, which is an idea not explored in the passage. The sentence should qualify the conclusion by acknowledging that it depends on the validity of the study.	
(E)	Incorrect. This sentence makes a vague claim that the study’s findings are “interesting,” which is too weak a statement to effectively conclude the passage’s argument. The writer should develop a stronger conclusion while avoiding absolute terms.	

Question 33

Skill	Essential Knowledge	Unit
2.A. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	RHS-1.I. The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	4
(A)	Incorrect. This sentence gives general information about the CDC. However, while sentence 1 mentions the CDC's assessment of lack of sleep, the passage as a whole does not focus on the CDC. Therefore, this sentence is not the most effective introduction: it does not introduce the subject or set up the main argument of the passage. The writer should choose a sentence that introduces the main idea that Americans are not getting enough sleep and sets up the passage's argument about how they can improve their sleep.	
(B)	Correct. This sentence works best placed before sentence 1. It uses an authoritative source to introduce the fact that Americans are not getting enough sleep, which is the main topic of the passage. It also sets up the main argument of the passage about the benefits of tracking one's sleep by demonstrating the need to address the problem of inadequate sleep.	
(C)	Incorrect. This is an attractive choice because it mentions the CDC's approval of fitness trackers, which are discussed in the passage. However, while the passage argues that using fitness trackers to track one's sleep is beneficial, it does not discuss the safety of wearing fitness trackers. Thus, this sentence does not specifically relate to the subject of the passage, nor does it effectively lead into the argument of the passage. The writer should choose a sentence that introduces the main idea that Americans are not getting enough sleep and sets up the passage's argument about how they can improve their sleep.	
(D)	Incorrect. This is an attractive choice because it uses an anecdote to introduce the topic of using a fitness tracker to track one's sleep. However, because the writer does not use a first-person narration in the rest of the passage, this is not the most effective introduction to the passage. The writer should use an introduction that more specifically relates to the argument of the passage, which is that using a fitness tracker to track one's sleep has many benefits.	
(E)	Incorrect. While the passage does discuss the accuracy of fitness trackers at tracking sleep, that subject is not the main focus of the passage. The writer should use a sentence that sets up the argument of the passage, which is that using a fitness tracker to track one's sleep has benefits.	

Question 34

Skill	Essential Knowledge	Unit
8.A. Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	STL-1.C. Precise word choice reduces confusion and may help the audience perceive the writer’s perspective.	5
(A)	Incorrect. An infection is a sickness caused by a bacterium or a virus. While lack of sleep can cause serious health issues, it cannot be described as an infection because it is not caused by an infective agent. The writer should choose a more precise word to describe the problem of lack of sleep in the United States.	
(B)	Incorrect. Fragility means weakness. While people who regularly miss out on sleep may not be as strong as healthy sleepers, it is not accurate to call lack of sleep “fragility.” The writer should choose a more precise word that describes the widespread problem of lack of sleep.	
(C)	Incorrect. A condition is a poor state of health. While lack of sleep may cause a poor state of health, this is not the most precise way to refer to the widespread issue of lack of sleep in the United States.	
(D)	Correct. An epidemic is a disease or affliction affecting a great number of people at the same time, which is an accurate way to describe the widespread lack of sleep in the United States. Therefore, the writer should use this word because it is a more precise word choice and better helps the audience understand the writer’s perspective of the nation’s sleep problem.	
(E)	Incorrect. A contagion is a contagious disease. Because lack of sleep cannot be spread by direct contact as a virus can, this word is not the most precise way to refer to lack of sleep. The writer should choose a more precise term that describes the widespread nature of lack of sleep in the country.	

Question 35

Skill	Essential Knowledge	Unit
6.A. Develop a line of reasoning and commentary that explains it throughout an argument.	REO-1.C. Writers explain their reasoning through commentary that connects chosen evidence to the claim.	3
(A)	Correct. The writer should add the sentence because it provides commentary that helps explain why the details in sentence 6, about how fitness trackers detect movement, are important to the writer’s point that fitness trackers can help track sleep. Without this sentence, it would not be clear how the information provided in sentence 6 was relevant to the main point of the paragraph. Therefore, the writer should add the sentence.	
(B)	Incorrect. While the sentence acknowledges that fitness trackers “estimate” how long a person sleeps, its purpose is not to indicate a shift to a recognition that fitness trackers are not perfect at tracking sleep. Rather, the sentence serves another purpose by helping explain the significance of the details given in sentence 6.	
(C)	Incorrect. A clear cause-and-effect relationship does not exist between this sentence and sentence 6, so this is not a valid reason to add this sentence. Instead, the sentence explains the significance of the information given in sentence 6 to the main point of the paragraph.	
(D)	Incorrect. The sentence explains how the fitness tracker’s accelerometer enables the tracker to estimate how long someone sleeps, which is consistent with the central argument the writer is making in the paragraph. Therefore, the writer should add this sentence.	
(E)	Incorrect. The evidence in this sentence comments on the details presented in sentence 6 rather than contradicting them, so the writer should add this sentence to the passage. The sentence serves a purpose by explaining why the details in sentence 6 are important to the writer’s point in the paragraph.	

Question 36

Skill	Essential Knowledge	Unit
4.C. Qualify a claim using modifiers, counterarguments, or alternative perspectives.	CLE-1.AE. Transitions may be used to introduce counterarguments.	9
(A)	Incorrect. This sentence contradicts the information provided in sentence 11, which provides evidence to show that fitness trackers are not completely accurate. The writer should use a transitional sentence that introduces the counterargument presented in the third paragraph, which is that fitness trackers have disadvantages too.	
(B)	Incorrect. This sentence introduces other tools that can measure sleep. However, this sentence does not effectively introduce the main idea of the third paragraph, which discusses the disadvantages of fitness trackers. The writer should use a transition to lead into this counterargument.	
(C)	Incorrect. This sentence contradicts the information provided in the third paragraph, which is that fitness trackers are still not highly accurate and are still fairly expensive. The writer should use a transitional sentence that leads into the counterargument presented in the third paragraph.	
(D)	Incorrect. This sentence mentions a recent study of seven sleep tracking devices. However, the paragraph makes no mention of the results of the study. Rather, the paragraph discusses the disadvantages of using fitness trackers to track sleep. The writer should use a transitional sentence to introduce this counterargument.	
(E)	Correct. The third paragraph discusses the disadvantages of fitness trackers, such as their inaccuracy compared with data from sleep labs and their high cost. Therefore, the writer should use a transitional sentence that introduces this counterargument. This sentence is the best choice to introduce the main idea of the third paragraph, because it acknowledges that fitness trackers are not “perfect tools.”	

Question 37

Skill	Essential Knowledge	Unit
4.C. Qualify a claim using modifiers, counterarguments, or alternative perspectives.	CLE-1.AC. When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.	9
(A)	Incorrect. The writer does not use the sentence to establish authority, so this is not a valid reason to keep the sentence. Rather, the writer offers a contrasting perspective on the counterargument presented in the third paragraph.	
(B)	Incorrect. The sentence does not logically link to the claim made in sentence 2. Sentence 2 is about the health and business issues associated with lack of sleep, while sentence 13 is about the benefits of monitoring sleep patterns with a fitness tracker. The writer uses sentence 13 in response to the counterargument presented in the third paragraph.	
(C)	Correct. The writer should keep sentence 13 because it effectively rebuts the counterargument presented in the third paragraph, which discussed the disadvantages of fitness trackers. This sentence argues that despite these disadvantages, using fitness trackers provides numerous benefits that outweigh the negatives. Therefore, the writer should keep this sentence, because it offers a contrasting perspective on the counterargument.	
(D)	Incorrect. The sentence does in fact provide a logical transition from the third paragraph, which discusses the disadvantages of fitness trackers, to the fourth paragraph, which discusses the benefits. Because the sentence rebuts the counterargument made in the third paragraph, the writer should not delete the sentence.	
(E)	Incorrect. The sentence does not contradict the information in sentence 12, because it acknowledges that fitness trackers have negatives. Still, it argues that the positives of fitness trackers outweigh the negatives, so the sentence offers an effective rebuttal of the counterargument made in the third paragraph.	

Question 38

Skill	Essential Knowledge	Unit
8.B. Write sentences that clearly convey ideas and arguments.	STL-1.I. Subordination and coordination are used to express the intended relationship between ideas in a sentence.	7
(A)	Incorrect. This version does not express the intended relationship between ideas in the sentence. The writer wants to emphasize that tracking one’s sleep is beneficial despite the fact that the measurements from fitness trackers are not exact. Therefore, the writer needs to use subordination to show this imbalance of ideas.	
(B)	Incorrect. This version does not effectively express the intended relationship between the ideas in the sentence, which is that the first idea is subordinate to the second one. Therefore, the writer needs to construct the sentence in such a way to show the imbalance of ideas.	
(C)	Incorrect. This version incorrectly suggests a cause-and-effect relationship between the ideas of the sentence. Instead, the writer should show that tracking one’s sleep is beneficial despite the fact that the measurements from fitness trackers are not exact.	
(D)	Correct. This version of the underlined text most effectively expresses the intended relationship between the ideas in the sentence. Specifically, the first idea of the sentence is subordinate to the second one, as indicated by the conjunction “Even if.” Thus, the writer correctly uses subordination to show that tracking one’s sleep is still beneficial even if the measurements from fitness trackers are not exact.	
(E)	Incorrect. The use of “furthermore” suggests that the second idea in the sentence follows logically from the first. Instead, the writer should indicate that the first idea of the sentence is subordinate to the second. That is, tracking one’s sleep is beneficial despite the fact that the measurements from fitness trackers are not exact.	

Question 39

Skill	Essential Knowledge	Unit
2.B. Demonstrate an understanding of an audience's beliefs, values, or needs.	RHS-1.F. Writers' perceptions of an audience's values, beliefs, needs, and background guide the choices they make.	2
(A)	Incorrect. Sentence 2 describes the serious health and economic consequences of lack of sleep, which would be useful information for an audience of doctors and other scientists. Therefore, the writer should not delete this sentence because it is appropriate based on the audience's needs and values.	
(B)	Incorrect. Sentence 5 explains how fitness trackers can monitor sleep, which an audience of doctors and scientists would find useful information. Therefore, the writer should not delete this sentence.	
(C)	Incorrect. Sentence 9 provides technical information about polysomnography, which is appropriate in a passage intended for doctors and scientists. For this reason, the writer should not delete the sentence.	
(D)	Incorrect. Sentence 11 cites a scientific study on the accuracy of fitness trackers at tracking sleep, which is appropriate for the needs and values of an audience of doctors and scientists. Thus, the writer should leave the sentence in the passage.	
(E)	Correct. The writer should delete sentence 18 because it is not appropriate for an audience of doctors and scientists. The sentence would be more appropriate if the writer were trying to persuade a general audience to purchase a fitness tracker, but not an audience of doctors interested in the science of sleep tracking. Thus, because the writer is aware of the audience's values and needs, he or she should delete the last sentence of the passage.	

Question 40

Skill	Essential Knowledge	Unit
4.A. Develop paragraphs comprised of a claim and evidence that supports the claim.	CLE-1.F. Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.	2
(A)	Incorrect. This choice describes a plot element from the novel <i>Looking Backward</i> , but this plot element has not become a historical reality. Therefore, this choice does not illustrate the claim in sentence 2 that science fiction sometimes predicts reality. The writer should choose another example of predictions from science fiction that became reality.	
(B)	Correct. By providing historical examples of science fiction works that predicted future events, this choice illustrates the point made in sentence 2. By using this evidence, the writer strategically illustrates the point about science fiction sometimes predicting real historical developments.	
(C)	Incorrect. This is an attractive choice because it suggests that science fiction novelists had an effect on U.S. military plans. However, it does not indicate how the fictional scenarios described by these authors later became reality, so it is not the best choice to illustrate the writer's point. The point of sentence 2 is better illustrated by an example of specific predictions from science fiction that became reality.	
(D)	Incorrect. While Leonardo da Vinci's sketch of a helicopter anticipated an actual vehicle developed centuries later, da Vinci's sketches do not clearly belong in the genre of science fiction. The writer should choose a historical example of works that are clearly science fiction and that predict the future.	
(E)	Incorrect. This example describes how a science fiction author also wrote nonfiction essays about the future. However, this example does not illustrate how a scenario from science fiction later became reality, so it is not the best choice. The writer should choose an example of predictions from science fiction that became reality.	

Question 41

Skill	Essential Knowledge	Unit
8.B. Write sentences that clearly convey ideas and arguments.	STL-1.T. Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.	8
(A)	Incorrect. This is an attractive choice because people who have seen the film adaptations of <i>Frankenstein</i> may have ideas about the story that need to be adjusted by noting that some critics consider the novel to be the first work of science fiction. However, there is another factor that more directly addresses the audience’s needs and determines whether the parenthetical element should remain in the sentence: whether the audience considers the novel science fiction.	
(B)	Incorrect. Whether the audience is familiar with Mary Shelley’s other works is irrelevant to the writer’s decision whether to keep the parenthetical element in sentence 5. The writer should determine whether the audience needs to know that <i>Frankenstein</i> is considered the first science fiction novel.	
(C)	Incorrect. Because the parenthetical element in the sentence states that <i>Frankenstein</i> is considered the first science fiction novel, the writer should consider whether that information is necessary for the audience. Why some critics choose not to write about this novel is not relevant to the audience’s awareness of the genre <i>Frankenstein</i> belongs to.	
(D)	Incorrect. What critics in Shelley’s day thought of the novel is irrelevant to the question of whether audiences need to know that <i>Frankenstein</i> is a science fiction novel. The writer should consider whether this parenthetical element is necessary to address the audience’s needs.	
(E)	Correct. The writer needs to assess the audience’s awareness of the genre <i>Frankenstein</i> belongs to before deciding whether to delete the parenthetical element in the sentence. Knowing whether the audience likely views <i>Frankenstein</i> as a science fiction novel will help the writer decide whether to delete the part of the sentence that identifies the novel as science fiction. Therefore, if the audience is unaware that <i>Frankenstein</i> is considered science fiction, then the writer would want to leave the parenthetical element in the sentence.	

Question 42

Skill	Essential Knowledge	Unit
6.B. Use transitional elements to guide the reader through the line of reasoning of an argument.	REO-1.Q. Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.	5
(A)	Correct. The previous sentence states that Shelley’s novel does not reflect concerns over future scientific or technological developments. Sentence 7 then states that the novel reflects concerns over contemporary issues, such as the Industrial Revolution. Therefore, “Instead” is the best transition to use to show the relationship between these two contrasting ideas.	
(B)	Incorrect. “Perplexingly” is not the best transition to use, because there is nothing confusing about the idea that Shelley had concerns about the consequences of the Industrial Revolution. The transition should rather reflect the fact that sentence 7 has ideas that contrast with the ideas of sentence 6.	
(C)	Incorrect. “In the same manner” suggests that the ideas of sentence 6 and sentence 7 are similar. However, the two sentences actually express contrasting ideas, so this transition is not the most appropriate choice.	
(D)	Incorrect. “As one would expect” suggests that the ideas of sentence 7 naturally follow the ideas of sentence 6. However, the two sentences express contrasting ideas about the concerns of Shelley’s novel, so using this transitional element is not the most appropriate choice. The transition should rather show a shift in ideas.	
(E)	Incorrect. “Likewise” suggests that the ideas in sentence 7 agree with the ideas in sentence 6 when in fact the two sentences express contrasting ideas. The transitional element should reflect the idea that Shelley’s novel was concerned with issues other than the ethics of biological research.	

Question 43

Skill	Essential Knowledge	Unit
6.B. Use transitional elements to guide the reader through the line of reasoning of an argument.	REO-1.N. Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.	5
(A)	Incorrect. The sentence may describe another plot element of the novel, but it does not logically connect to the other sentences in the paragraph. The writer should choose a sentence that develops a parallel discussion of <i>Frankenstein</i> and <i>Altered Carbon</i> in the sense that their authors were more concerned with contemporary issues than futuristic science.	
(B)	Incorrect. This sentence describes Morgan's style, which is not relevant to the discussion and does not logically connect to the other sentences of the paragraph. The writer should choose a sentence that develops a parallel discussion between the two novels in the sense that their authors were more concerned with current issues than potential, future ones.	
(C)	Incorrect. The fact that the author drew on the conventions of the detective novel is interesting but does not logically link to the other sentences of the paragraph. The sentence should instead develop the parallel discussions of the two novels by showing that both authors were more concerned with contemporary issues than futuristic ones.	
(D)	Correct. The writer wants to ensure that the ideas in the second and third paragraphs logically link to each other, as well as make sure sentence 9 logically connects with the other sentences in the third paragraph. This sentence is the best choice because it develops a parallel discussion of <i>Frankenstein</i> and <i>Altered Carbon</i> in the sense that the respective authors were not concerned with the actual science portrayed in the novels, but with the contemporary concerns reflected in the novels. This version of sentence 9 reinforces this idea and also connects logically with the other sentences of the paragraph.	
(E)	Incorrect. This sentence highlights the novel's critical acclaim, but it does not logically link to the other sentences in the third paragraph. The sentence should instead develop a parallel discussion of the two novels by describing how their authors were more worried about contemporary issues than potential scientific issues in the future.	

Question 44

Skill	Essential Knowledge	Unit
8.A. Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	STL-1.F. A writer’s shifts in tone from one part of a text to another may suggest the writers’ qualification, refinement, or reconsideration of their perspective on a subject.	6
(A)	Incorrect. This is an attractive choice because the sentence does reinforce the point the writer makes in the first paragraph. However, “wrongheaded” is an abusive term that creates an inappropriate shift in tone at the beginning of the final paragraph. Therefore, it does not effectively reinforce the point made in the first paragraph and should not be added to the final paragraph.	
(B)	Incorrect. The sentence does not qualify the point the writer makes about forecasting in the first paragraph; rather, it reinforces that point—but does so in an offensive way. Because the sentence shifts the tone inappropriately, it should not be added to the final paragraph.	
(C)	Incorrect. This is an attractive choice because the sentence does create a transition between sentence 10 and sentence 11. However, it incorporates abusive language that is not appropriate in context and thus should not be added to the final paragraph. What’s more, the word “Ultimately” at the beginning of sentence 11 serves as an adequate transition at the beginning of the final paragraph.	
(D)	Correct. Calling those who oppose the writer’s point of view wrongheaded is not an appropriate rhetorical strategy for the writer to use. First, the term is rather offensive and would suggest that the writer is simply name-calling instead of arguing. Second, the opposing point of view is not represented in any significant detail throughout the passage, so the accusation of wrongheadedness is baseless in context. The writer should not add the sentence because it shifts the tone inappropriately at this point of the passage.	
(E)	Incorrect. The sentence is in fact consistent with the writer’s analysis in the body paragraphs. However, it is not consistent with the writer’s tone in the passage and thus should not be added to the beginning of the final paragraph.	

Question 45

Skill	Essential Knowledge	Unit
2.A. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	RHS-1.J. The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. A conclusion may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.	7
(A)	Incorrect. This quotation is not an effective choice because it focuses on pondering the future. The passage's main argument is that science fiction is not concerned with predicting the future but with better understanding the present. Therefore, the quotation does not reinforce this argument and is not an effective conclusion.	
(B)	Incorrect. This quotation argues for using past experiences to formulate scientific theories about the future. However, the passage argues that science fiction is not concerned with the future but with better understanding the present. Therefore, this quotation is not an effective conclusion.	
(C)	Correct. This quotation effectively concludes the passage because it reinforces the overall argument: that science fiction helps readers better understand the present, not the future. Therefore, this quotation effectively brings the argument to a unified end.	
(D)	Incorrect. This quotation makes the point that the present helps people foresee the future, but only to an extent. The passage, however, argues that science fiction is less concerned with predicting future events than it is with commenting on current events. Therefore, this quotation is not the most effective conclusion.	
(E)	Incorrect. The passage argues that science fiction reflects on the realities of the present instead of the future. Therefore, this quotation is not the most effective conclusion because it suggests that science fiction enables people to prepare for situations that may arise in the future.	