

## 1991, AP English Literature

### MULTIPLE CHOICE

**Directions:** This section consists of selections from literary works and questions on their content, form, and style. After reading each passage or poem, choose the best answer to each question and fill in the corresponding oval on the answer sheet.

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

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

The station wagons arrived at noon, a long shining line that coursed through the west campus. In single file they eased around the orange I-beam sculpture and moved toward the dormitories. The roofs of the station  
*Line*  
 (5) wagons were loaded down with carefully secured suitcases full of light and heavy clothing; with boxes of blankets, boots and shoes, stationery and books, sheets, pillows, quilts; with rolled-up rugs and sleeping bags; with bicycles, skis, rucksacks, English and Western  
 (10) saddles, inflated rafts. As cars slowed to a crawl and stopped, students sprang out and raced to the rear doors to begin removing the objects inside; the stereo sets, radios, personal computers; small refrigerators and table ranges; the cartons of phonograph records  
 (15) and cassettes; the hair dryers and styling irons; the tennis rackets, soccer balls, hockey and lacrosse sticks, bows and arrows, the controlled substances, the birth control pills and devices; the junk food still in shopping bags—onion-and-garlic chips, nacho thins, peanut  
 (20) creme patties, Waffelos and Kabooms, fruit chews and toffee popcorn; the Dum-Dum pops, the Mystic mints. I've witnessed this spectacle every September for twenty-one years. It is a brilliant event, invariably. The students greet each other with comic cries and gestures  
 (25) of sodden collapse. Their summer has been bloated with criminal pleasures, as always. The parents stand sun-dazed near their automobiles, seeing images of themselves in every direction. The conscientious suntans. The well-made faces and wry looks. They feel a sense  
 (30) of renewal, of communal recognition. The women crisp and alert, in diet trim, knowing people's names. Their husbands content to measure out the time, distant but ungrudging, accomplished in parenthood, something about them suggesting massive insurance coverage. This  
 (35) assembly of station wagons, as much as anything they might do in the course of the year, more than formal liturgies or laws, tells the parents they are a collection of the like-minded and the spiritually akin, a people, a nation.

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1. The speaker of the passage is most likely a
  - A) student
  - B) parent of a student
  - C) law enforcement officer
  - D) resident of a college town
  - E) returning college graduate
  
2. In the first paragraph, the speaker characterizes the students primarily by describing their
  - A) attitudes
  - B) possessions
  - C) physical appearance
  - D) interactions with each other
  - E) interactions with their parents
  
3. The dominant technique in the first paragraph is the use of
  - A) hyperbole
  - B) puns
  - C) lists
  - D) euphemisms
  - E) abstraction
  
4. Which of the following best describes the order in which objects are presented in paragraph one?
  - A) Old to new
  - B) Masculine to feminine
  - C) Large to small
  - D) Familiar to exotic
  - E) Personal to impersonal
  
5. In context, "brilliant" (line 23) is best interpreted as
  - A) splendid
  - B) scholarly
  - C) important
  - D) honorable
  - E) unique
  
6. The words "invariably" (line 23) and "as always" (line 26) contribute which of the following to the development of the passage?
  - I. They characterize the speaker as an experienced observer.
  - II. They introduce a sense of continuity relevant to the conclusion of the paragraph.
  - III. They provide an indirect comment on the description in the first paragraph.
  - A) I only
  - B) II only
  - C) I and III only
  - D) II and III only
  - E) I, II, and III

7. The students and parents are characterized in terms of which of the following aspects of their lives?
- I. Social
  - II. Physical
  - III. Financial
  - IV. Intellectual
- A) I and II only  
B) I and III only  
C) II and IV only  
D) I, II, and III only  
E) I, II, III, and IV
8. The characterization of the parents in lines 26-34 is marked by
- A) hints of changes that will occur in their lives  
B) repetition of descriptive terms  
C) implications about the nature of their lives  
D) an emphasis on their alienation from the scene in the passage  
E) a stress on the conflicts between the women and their husbands
9. In line 35, "they" refers to
- A) "students" (line 24)  
B) "people's names" (line 31)  
C) "station wagons" (line 35)  
D) "liturgies or laws" (line 37)  
E) "parents" (line 37)
10. In the second paragraph, the author develops a contrast between
- A) the energy of youth and the infinity of age  
B) worldly possessions and democratic idealism  
C) academic success and extracurricular activities  
D) the speaker's sophistication and the students' naïveté  
E) the parents' smug views and the speaker's implied disapproval of them
11. In the second paragraph, the speaker characterizes the parents primarily by describing their
- A) attitudes  
B) possessions  
C) apparel  
D) differences from their children  
E) interactions with their children
12. The primary rhetorical purpose of the passage is to
- A) characterize a group of people  
B) defend the value of a certain life-style  
C) dramatize the importance of various possessions  
D) illustrate the variety of amusements valued by most people  
E) condemn parents' attitudes toward their children

13. Which of the following best describes the organization of the passage?
- A) Specific description leading to a generalization
  - B) Illustration of an abstract idea by extended definition
  - C) Application of a theory to a particular situation
  - D) Amassment of imagery to convey a sense of chaos
  - E) Narration of a series of events leading to a conflict
14. The speaker is best described as
- A) a resentful victim
  - B) an unwelcome visitor
  - C) an ironic commentator
  - D) a curious investigator
  - E) an apologetic participant
15. It can be inferred that the rhythm and diction of the concluding lines ("a collection ... a nation") are intended to reflect
- A) the students' philosophies of life
  - B) the speaker's deep-seated beliefs
  - C) an objective summary of the day's events
  - D) the parents' views of their own importance
  - E) the outsiders' scorn for university graduates