

1. In the passage as a whole, a major shift in the development of the argument occurs at which of the following points?
 - (A) “More than five hundred years ago” (line 13)
 - (B) “Take a straightforward example” (line 20)
 - (C) “So what’s really going on” (line 40)
 - (D) “Language often becomes” (line 54)
 - (E) “Compare the reactions of many Australians” (lines 64-65)

2. The author presents John Wallis (line 6), Samuel Johnson (lines 7-8), and Jonathan Swift (line 55) as hostile to
 - (A) faulty studies of word origins
 - (B) tedious debates about grammar
 - (C) local misunderstandings of historical events
 - (D) snobbish rejections of modern vocabulary
 - (E) unnecessary changes in word usage in their eras

3. The chief effect of the word “hygienists” (line 16) is to
 - (A) lend a tone of mocking humor to the discussion
 - (B) expand the argument to a subject other than language
 - (C) establish a deferential attitude about the subject
 - (D) provide an objective approach to the argument
 - (E) set up a contrast between Roman and modern English standards of usage

4. What the author refers to as “weeds” (line 34) are
 - (A) usage changes
 - (B) obsolete terms
 - (C) diction errors
 - (D) clichés
 - (E) metaphors

5. The word “*chopsticked*” (line 38) is used as an example of
 - (A) a new usage that is unlikely to persist
 - (B) a verb form created from a noun
 - (C) a verb in the past tense used as an adjective
 - (D) fashionable slang used by international travelers
 - (E) foreign-language words becoming part of English

6. Paragraph three (lines 40-53) implies that those who would strictly follow rules of the English language feel
 - (A) timid whenever they must correct others’ linguistic errors
 - (B) admiring of others’ linguistic creativity
 - (C) free to break rules of social etiquette
 - (D) satisfied that the flexibility of the English language is superior to that of all others
 - (E) anxious about how their use of language affects others’ perceptions of them

7. In paragraphs three and four (lines 40-74), the author’s discussion of reaction to changes in language develops by
 - (A) accumulating evidence of changes in language that occur unintentionally and changes that are intended to manipulate situations
 - (B) broadening from people’s immediate circle of contacts to their own larger society and then to an international perspective
 - (C) intensifying as it moves from spelling variations that annoy to word choices that express bias to larger communications that antagonize
 - (D) contrasting examples of changes that reflect social concord and examples of changes that reflect social discord
 - (E) drawing a parallel between examples from the world of business and examples from the world of international relations

8. Examples in paragraph 4 (lines 54-74) provide evidence that
 - (A) language usage can survive political turmoil
 - (B) nationalism influences reactions to linguistic changes
 - (C) generalizations about language usage are usually inaccurate
 - (D) linguistic changes occur more frequently now than in the past
 - (E) dominant nations undergo more linguistic changes than less powerful nations

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9. The example of Alfred the Great (lines 75-80) serves to
- (A) build on the point made in lines 1-5
 - (B) underscore the example of Australians' reaction to American spelling (lines 64-72)
 - (C) contrast views of past leaders with those of contemporary leaders
 - (D) document the earliest changes to the English language
 - (E) point out a parallel with the views of Noah Webster (lines 60-64)
10. The author indicates that international reactions to Americanized spellings of words can reflect
- (A) a desire to return to simpler times
 - (B) anxiety about pleasing American tourists
 - (C) contempt for inaccuracies in American usage
 - (D) resentment of America's cultural and economic status
 - (E) confidence that local usage will ultimately prevail
11. The attitude of the author toward the English language is one of
- (A) high regard for the early scholars of English grammar
 - (B) acceptance of changes in English despite a strong sense of loss
 - (C) disdain for those condoning the linguistic flexibility of English
 - (D) interest in the past of and optimism for the future of English
 - (E) preoccupation with the accuracy of expression of English
12. The tone in the passage is best described as
- (A) dramatic
 - (B) confidential
 - (C) impressionistic
 - (D) thoughtful yet playful
 - (E) moralistic and rigid
13. The author employs which of the following in developing the arguments in the passage?
- I. Rhetorical questions
 - II. References to grammatical terms
 - III. Quotations from famous writers
 - IV. Examples from diverse eras
- (A) III only
 - (B) I and II only
 - (C) II and IV only
 - (D) I, III, and IV only
 - (E) I, II, III, and IV
14. The author's relation to the reader is best described as that of
- (A) an informed commentator
 - (B) a sympathetic ally
 - (C) an angry critic
 - (D) an amused colleague
 - (E) an aloof judge