



## AP<sup>®</sup> English Language and Composition 2002 Sample Student Responses

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syntax

Virginia Woolf uses ~~metaphor~~ and figurative language to convey the importance of events from her childhood.

The structure of the paragraphs ~~conveys~~ demonstrates how Woolf's experience began as simple ~~one~~ events but gained meaning and significance later. When Woolf ~~was~~ describes fishing, she discusses ~~the~~ excitement she felt when she caught a fish. She writes, "How can I convey the excitement? - there was ~~at first~~ a little leaping ~~fish~~ fish; then another; up one hauled; up through the water at length came a white twisting fish." The brevity of the statements separated by semi-colons clearly express her excitement. She can hardly wait for the fish to be in sight and caught, this excitement is not shared by her father, however, and he ~~conveys to~~ Virginia the way he feels. Woolf then states how contemplation led her to believe her father's words, and convinced her to give up fishing. The second paragraph is not descriptive like the first paragraph. Rather, it shows the insight of Woolf as she learns from her fishing experience. She states, ~~that~~ "I ceased to wish to catch fish. But from the memory of my own passion I am still able to construct an idea of ~~the~~ sporting passion." This shows her growth as a person because she is not caught up in the action of a sport, she is remembering the passion she used to have. This allows her to relate her small experience ~~to~~ with the millions of other people that enjoy sports. The fact that she ~~does not~~ does not fish anymore ~~fails to prevent~~ fails to prevent her from feeling the joy of sports.

Woolf also uses figurative language in these paragraphs. She writes, "one day the sea was full of jellyfish, like lamps, with streaming hair." This simile allows the reader to gain a

better concept of the appearance of the jelly fish. In her youth, she was fascinated by the jelly fish and their fluid movements, and she expresses ~~the~~ her intrigue with the simile. As she grew up, her ~~views~~<sup>soul</sup> changed from ~~the~~ simply viewing creatures to analyzing her own thoughts. When she writes about ~~the~~ how her fishing experience allows her to connect with other sports enthusiasts, Woolf states, "It is one of those invaluable seeds, from which... one can grow something that represents other people's experiences." The comparison of her knowledge to a seed demonstrates the fact that she will always have it, and it will always continue to grow. Instead of merely stating that she can relate to other people, Woolf uses a simile to create a vivid picture of a seed that continues to grow and expand. By ~~comparing~~ comparing her childhood experience to planting a seed, Woolf shows ~~the~~ the positive effect her childhood ~~has~~ has on her.

Virginia Woolf employs language in several ways to show the significance of moments from the past. She recalls several memories that have had lasting impact on her life, and proves their importance with specific details. The memory of her father's fishing lesson is particularly important to Woolf because it changed her philosophy. ~~Woolf~~ <sup>She</sup> compares the memories of the past to seeds that continue to be useful. Woolf uses specific memories, details, and a metaphor to convey the significance of the moments from her past.

Woolf calls on several specific memories to show significance of the past, and her use of language makes the examples very effective. She says "once" and "one day" several times, which lets the reader know that she is remembering specific, ~~is~~ and thus significant, events. She also includes many vivid descriptors, including the "streaming hair" on jellyfish, the "white twisting fish" on the deck, and her brother not "letting the sail flap." The amount of detail Woolf remembers proves that the memories are indeed important and significant.

~~One of the~~ The best example Woolf provides is her memory of her father's fishing lesson. Woolf is able to quote her father directly in lines 23-25 despite the fact that he said the words in the distant past. Later, she says that fishing was her greatest love, but "his words slowly extinguished it, leaving no grudge" (29-30). The major change <sup>in philosophy</sup> Woolf so emphatically describes is definitely significant, but would not have seemed so if Woolf's diction had been different. If, for example, Woolf had not called fishing an "acute" passion, the impact of the memory would be severely diminished.

Woolf changes her tack to the present at the end of the essay. She

## Question 2

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VU<sub>2</sub>

metaphorically describes her memories of past events as "seeds, from which... one can grow something that represents other people's experiences" (35-36). Without "seeds," Woolf says, one cannot relate to other people's experiences. That is possibly the most important use of her memories: as ways the vehicles of living vicariously. Again, Woolf's use of language is key; her diction and syntax are invaluable to her point. The metaphor of seeds is quite effective at conveying Woolf's point, and her use of the semicolon to mean "is defined as" in line 37 helps the reader better understand what the seeds do.

Woolf's many examples and details and the seeds metaphor help her to convey the moment's significance of moments from the past. The further back in time something is, the harder it is to remember. Woolf's use of details from the distant past shows the significance of the memories she recalls. Her seeds metaphor also shows this. It is enhanced by a carefully chosen wording and structure. Language is important to Woolf's attempts to convey her memories' significance.

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2

W<sub>1</sub>

Virginia ~~Woolf~~ Woolf uses colloquial language ~~to~~ in conversation between a father and a child, to convey the lasting significance of moments from her past.

Woolf uses an informal ~~to~~ language when the father and child are ~~to~~ conversing. "There it lay flapping this way and that in an inch or two of water." was an example of informal language "this way or that". "Not time if you are going to fish I shan't come; I don't like to see fish caught but you can go if you like." ~~to~~ The use of this colloquial language makes the piece of writing seem more real. It makes the reader feel as if they are ~~in~~ actually in the conversation that the child and father is having.

Virginia Woolf also uses ~~to~~ simile in her writing. On line 11 she compares a jelly fish to a lamp, and she also ~~to~~ uses personification by saying "with streaming hair". Her technique in doing this makes the image more imaginable. You can almost see the jelly fish with streaming hair - like up like lamps.

When Woolf is talking about the fish she is a very descriptive writer. She gives the exact names of them ~~and~~. She describes fishing as a sport. "But from the memory of my own passion I am still able to construct an idea of the sporting passion. She thinks back on her memories as if planting a seed in her mind."

2

Write in the box the number of the question you are answering on this page as it is designated in the examination.

W<sub>2</sub>

Woolf's language use in this writing is from a colloquial tone ~~and~~ She uses Similes and personification to make the piece more descriptive and imaginative.