ENGLISH LANGUAGE AND COMPOSITION

SECTION I

Time—1 hour

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely 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 1–11. Read the following passage carefully before you choose your answers.

His exuberance of knowledge, and plenitude of ideas, sometimes obstruct the tendency of his reasoning and the clearness of his decisions: on whatever subject Line he employed his mind, there started up immediately so many images before him, that he lost one by grasping another. His memory supplied him with so many illustrations, parallel or dependent notions, that he was always starting into collateral considerations; but the spirit and vigour of his pursuit always gives delight; and the reader follows him, without reluctance, through his mazes, in themselves flowery and pleasing, and ending at the point originally in view.

"To have great excellencies and great faults, "magnae virtutes nec minora vitia;" is the poesy," says our author, "of the best natures." This poesy may be properly applied to the style of Browne; it is vigorous, but rugged; it is learned, but pedantic; it is deep, but obscure; it strikes, but does not please; it commands, but does not allure; his tropes are harsh, and his combinations uncouth.

He fell into an age in which our language began (45) to have augmented our philosophical diction; and, in defence of his uncommon words and expressions, we must consider, that he had uncommon sentiments, and was not content to express, in many words, that idea for which any language could supply a single term.

But his innovations are sometimes pleasing, and his temerities happy: he has many "verba ardentia forcibole expressions, which he would never have found, but by venturing to the utmost verge of propriety; and flights which would never have been reached, but by one who had very little fear of the shame of falling.

(1756)

1. The reader can infer from the first paragraph that some critics have
   (A) chastised Browne for his inability to reason
   (B) lauded Browne’s frequent linear explanations
   (C) complained about Browne’s lack of clarity
   (D) compared Browne with Shakespeare
   (E) compared the author of the passage with Browne

2. In context, “poesy” (line 14) most nearly means
   (A) poetry
   (B) inspiration for writing
   (C) sentimental thoughts
   (D) flowery writing
   (E) poetic dreaming

3. The meaning of the phrase magnae virtutes nec minora vitia (lines 13–14)
   (A) can be ascertained only if one understands Latin
   (B) becomes clear at the end of the paragraph
   (C) is obvious
   (D) has been lost over the centuries
   (E) was known only to Browne

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4. In the second paragraph, the author
   (A) is openly critical of Browne’s style
   (B) hints that Browne’s writing is pedantic
   (C) justifies the strength of Browne’s style
   (D) argues in favor of a reexamination of Browne’s style
   (E) suggests that Browne’s writing is too facile

5. The author modifies the strict parallelism of “it is vigorous, but rugged; it is learned, but pedantic; it is deep, but obscure; it strikes, but does not please; it commands, but does not allure; his tropes are harsh, and his combinations uncouth” (lines 16–20) to
   (A) better define his point of view
   (B) keep the reader off balance
   (C) maintain a sense of imbalance
   (D) show more respect for Browne’s accomplishments
   (E) to obfuscate his real opinions

6. According to the author, Browne lived at a time of significant
   (A) linguistic experimentation
   (B) literary conservatism
   (C) linguistic stability
   (D) metaphorical license
   (E) impoverishment of the English language

7. In lines 27–36 (“Browne, though he gave less disturbance…in the place of joints”), the author classifies Browne’s diction in a manner that proceeds from
   (A) interesting, to captivating, to intriguing
   (B) appropriate, to inappropriate, to superfluous
   (C) interesting, to intriguing, to disappointing
   (D) useful, to unhelpful, to deleterious
   (E) appropriate, to inappropriate, to intriguing

8. The author posits that Browne’s unusual diction can be tied to his desire
   (A) to mystify his readers
   (B) to develop English phraseology
   (C) to enrich the English language
   (D) to set himself apart from other authors of his time
   (E) to express exactly his unusual thoughts

9. According to the author, Browne’s style is marked by
   (A) heteroclite diction
   (B) homogeneous words
   (C) mundane vocabulary
   (D) humorous phrases
   (E) heterogeneous tropes

10. Which of the following best summarizes the passage?
    (A) an impartial reconsideration of Browne’s style
    (B) a scathing critique by a rival
    (C) a manifesto by one of Browne’s colleagues
    (D) a comparative study of Milton and Browne
    (E) a virulent polemic

11. The author’s tone in this passage is best described as
    (A) sarcastic and doctrinaire
    (B) analytical and scholarly
    (C) expository and harsh
    (D) indulgent and condescending
    (E) capricious and sentimental
Questions 12-20. Read the following passage carefully before you choose your answers.

But is it upon the heroines that we would cast a final glance. “I have always been finding out my religion since I was a little girl,” says Dorothea Casaubon. “I used to pray so much—now I hardly ever pray. I try (5) not to have desires merely for myself...” She is speaking for them all. That is their problem. They cannot live without religion, and they start out on the search for one when they are little girls. Each has the deep feminine passion for goodness, which makes the place (10) where she stands in aspiration and agony the heart of the book—still and cloistered like a place of worship, but that she no longer knows to whom to pray. In learning they seek their goal; in the ordinary tasks of womanhood; in the wider service of their kind. They (15) do not find what they seek, and we cannot wonder. The ancient consciousness of woman, charged with suffering and sensibility, and for so many ages dumb, seems in them to have brimmed and overflowed and uttered a demand for something—they scarcely know what—for something that is perhaps incompatible with the facts of human existence. George Eliot had far too strong an intelligence to tamper with those facts, and too broad a humour to mitigate the truth because it was a stern one. Save for the supreme courage of (20) their endeavour, the struggle ends, for her heroines, in tragedy, or in a compromise that is even more melancholy. But their story is the incomplete version of the story that is George Eliot herself. For her, too, the burden and the complexity of womanhood were (25) not enough; she must reach beyond the sanctuary and pluck for herself the strange bright fruits of art and knowledge. Clasping them as few women have ever clapsed them, she would not renounce her own inheritance—the difference of view, the difference (30) of standard—nor accept an inappropriate reward. Thus we behold her, a memorable figure, inordinately praised and shrinking from her fame, despondent, reserved, shuddering back into the arms of love as if there alone were satisfaction and, it might be, (35) justification, at the same time reaching out with “a fastidious yet hungry ambition” for all that life could offer the free and inquiring mind and confronting her feminine aspirations with the real world of men. Triumphant was the issue for her, whatever it may have (40) been for her creations, and as we recollect all that she dared and achieved, how with every obstacle against her—sex and health and convention—she sought more knowledge and more freedom till the body, weighted with its double burden, sank worn out, we must lay upon her grave whatever we have it in our power to bestow of laurel and rose.

(1919)

12. The speaker in the passage above can be described best as
   (A) a family member of George Eliot
   (B) a member of the clergy
   (C) a student
   (D) a chauvinist literary critic
   (E) a professional writer

13. According to the speaker, George Eliot’s heroines are “cloistered” (line 11) because they are
   (A) in a church
   (B) essentially alone
   (C) in a monastery
   (D) imprisoned in cloisters
   (E) lost in prayer

14. In context, “the facts of human existence” (line 21) refer to
   (A) restrict both men and women
   (B) restrict women only
   (C) are only applicable to Eliot’s heroines
   (D) pertain to any literary character
   (E) pertain to men only

15. “Save for” (line 24) most nearly means
   (A) except for
   (B) saving
   (C) safe for
   (D) guarding against
   (E) keeping in mind

16. The “differences” mentioned in line 34 pertain to Eliot’s
   (A) profession
   (B) class
   (C) upbringing
   (D) education
   (E) gender

17. According to the speaker, Eliot
   (A) enjoyed excellent health
   (B) suffered from her independence and knowledge
   (C) was prevented from attaining fame by men
   (D) was very unlike the heroines of her books
   (E) repudiated her feminine nature
18. In the sentence beginning “Thus we behold her” (lines 36-43), the speaker employs all of the following EXCEPT:

(A) apposition
(B) hyperbole
(C) personification
(D) relative clauses
(E) parallelism

19. It is reasonable to assume that the phrase “a fastidious yet hungry ambition” (lines 40-41)

(A) is spoken by one of Eliot’s heroines
(B) comes from one of the speaker’s literary works
(C) is borrowed from one of Eliot’s critics
(D) is not to be taken seriously
(E) does not represent the speaker’s point of view

20. Generally, the style of the entire passage is best defined as

(A) effusive and disorganized
(B) pedantic and terse
(C) sympathetic and concrete
(D) abstract and metaphysical
(E) intellectual and cynical
Questions 21–25. Read the following passage carefully before you choose your answers.

It will be readily admitted, that a population trained in regular habits of temperance, industry, and sobriety; of genuine charity for the opinions of all mankind, founded on the only knowledge that can implant true charity in the breast of any human being; trained also in a sincere desire to do good to the utmost of their power, and without any exception, to every one of their fellow creatures, cannot, even by their example alone, do otherwise than materially increase the welfare and advantages of the neighbourhood in which such a population may be situated. To feel the due weight of this consideration, only imagine to yourselves 2,000 or 3,000 human beings trained in habits of licentiousness, and allowed to remain in gross ignorance. How much, in such a case, would not the peace, quiet, comfort, and happiness of the neighbourhood be destroyed! But there is not anything I have done, or purpose to do, which is not intended to benefit my fellow-creatures to the greatest extent that my operations can embrace. I wish to benefit all equally; but circumstances limit my present measures for the public good within a narrow circle. I must begin to act at some point; and a combination of singular events has fixed that point at this establishment. The first and greatest advantages will therefore centre here. But, in unison with the principle thus stated, it has ever been my intention that as this Institution, when completed, will accommodate more than the children of parents resident at the village, any persons living at Lanark, or in the neighbourhood anywhere around, who cannot well afford to educate their children, shall be at liberty, on mentioning their wishes, to send them to this place, where they will experience the same care and attention as those who belong to the establishment.

Nor will there be any distinction made between the children of those parents who are deemed the worst, and of those who may be esteemed the best, members of society: rather, indeed, would I prefer to receive the offspring of the worst, if they shall be sent at an early age; because they really require more of our care and pity; and by well training these, society will be more essentially benefited, than if the like attention were paid to those whose parents are educating them in comparatively good habits. The system now preparing, and which will ultimately be brought into full practice, is to effect a complete change in all our sentiments and conduct towards those poor miserable creatures whom the errors of past times have denounced the bad, the worthless, and the wicked. A more enlarged and better knowledge of human nature will make it evident that, in strict justice, those who apply these terms to their fellow-men are not only the most ignorant, but are themselves the immediate causes of more misery in the world than those whom they call the outcasts of society. They are, therefore, correctly speaking, the most wicked and worthless; and were they not grossly deceived, and rendered blind from infancy, they would become conscious of the lamentably extensive evils, which, by their well-intended but most mistaken conduct, they have, during so long a period, inflicted on their fellow-men. But the veil of darkness must be removed from their eyes; their erroneous proceedings must be made so palpable that they shall thenceforth reject them with horror. Yes! They will reject with horror even those notions which hitherto they have from infancy been taught to value beyond price.

(1816)

21. In general, the passage reveals a point of view that is

(A) philanthropic and utopian
(B) pessimistic and cynical
(C) altruistic and elitist
(D) quixotic and irrational
(E) positivist and unreasonable

22. The Institution (line 27) is

(A) a hospital
(B) a town
(C) an asylum
(D) a school
(E) a church

23. The sentence that begins “They are, therefore, correctly speaking, the most wicked and worthless…” (lines 55–61) serves to

(A) explain a paradox
(B) prepare an antithesis
(C) present an analogy
(D) resolve an inconsistency
(E) summarize a theme

24. “They” (line 64) refers to

(A) the poor
(B) the wealthy
(C) the inhabitants of Lanark
(D) the inhabitants of neighboring areas
(E) all of the above
25. The speaker appears most interested in

(A) establishing mercantile and financial establishments
(B) creating more employment and cultural opportunities
(C) abolishing socioeconomic and cultural differences
(D) discussing social conduct and poverty
(E) imparting knowledge and moral values
27. In this passage, the anecdote of the visiting-cards serves as
   (A) an epiphany for the speaker
   (B) a moment of triumph for the speaker
   (C) a revelation for the reader
   (D) a turning point for the school
   (E) a chance for redemption for the speaker

28. After presenting the incident of the visiting-cards, the speaker controls the rest of the passage by employing
   (A) repeated appeals to authority
   (B) a series of euphemisms
   (C) a series of analogies
   (D) two extended metaphors
   (E) self-deprecating humor

29. The “sons of the night” (line 38) are
   (A) evil young men
   (B) African American boys
   (C) sons of evil parents
   (D) lost souls
   (E) prisoners

30. One can infer from the passage all of the following EXCEPT that
   (A) the speaker considered himself superior to his white peers
   (B) the speaker considered himself superior to his African American peers
   (C) the other African American boys treated their white peers with deference
   (D) the speaker was superior to his white peers in many ways
   (E) the speaker felt isolated from both white and African American peers

31. The speaker’s contempt wanes and is replaced by
   (A) a commitment to become a famous professional
   (B) a pledge to beat his peers in athletic contests
   (C) a helpless rage against society
   (D) a spirit of revenge
   (E) actions that eventually lead him to prison

32. The tone of this passage can NOT be described as
   (A) self-aware
   (B) decisive
   (C) fervent
   (D) reflective
   (E) laudatory

From THE SOULS OF BLACK FOLK, by W.E.B. Du Bois (1903)

26. The speaker was a problem because
   (A) of his ambition
   (B) he was involved in schoolyard fights
   (C) he was contemptuous of his peers
   (D) of his race
   (E) of his upbringing
Questions 33–39. Read the following passage carefully before you choose your answers.

Now, I hold that Illinois had a right to abolish and prohibit slavery as she did, and I hold that Kentucky has the same right to continue and protect slavery that Illinois had to abolish it. I hold that New York had as much right to abolish slavery as Virginia has to continue it, and that each and every State of this Union is a sovereign power, with the right to do as it pleases upon this question of slavery, and upon all its domestic institutions. Slavery is not the only question which comes up in this controversy. There is a far more important one to you, and that is, what shall be done with the free negro? We have settled the slavery question as far as we are concerned; we have prohibited it in Illinois forever, and in doing so, I think we have done wisely, and there is no man in the State who would be more strenuous in his opposition to the introduction of slavery than I would; but when we settled it for ourselves, we exhausted all our power over that subject. We have done our whole duty, and can do no more. We must leave each and every other State to decide for itself the same question. In relation to the policy to be pursued toward the free negroes, we have said that they shall not vote; whilst Maine, on the other hand, has said that they shall vote. Maine is a sovereign State, and has the power to regulate the qualifications of voters within her limits. I would never consent to confer the right of voting and of citizenship upon a negro, but still I am not going to quarrel with Maine for differing from me in opinion. Let Maine take care of her own negroes, and fix the qualifications of her own voters to suit herself, without interfering with Illinois, and Illinois will not interfere with Maine. So with the State of New York. She allows the negro to vote provided he owns two hundred and fifty dollars' worth of property, but not otherwise. While I would not make any distinction whatever between a negro who held property and one who did not, yet if the sovereign State of New York chooses to make that distinction it is her business and not mine, and I will not quarrel with her for it. She can do as she pleases on this question if she minds her own business, and we will do the same thing. Now, my friends, if we will only act conscientiously and rigidly upon this great principle of popular sovereignty, which guarantees to each State and Territory the right to do as it pleases on all things, local and domestic, instead of Congress interfering, we will continue peace one with another. Why should Illinois be at war with Missouri, or Kentucky with Ohio, or Virginia, with New York, merely because their institutions differ? Our fathers intended that our institutions should differ. They knew that the North and the South, having different climates, productions, and interests, required different institutions. This doctrine of Mr. Lincoln, of uniformity among the institutions of the different States, is a new doctrine, never dreamed of by Washington, Madison, or the framers of this government. Mr. Lincoln and the Republican party set themselves up as wiser than these men who made this government, which has flourished for seventy years under the principle of popular sovereignty, recognizing the right of each State to do as it pleased. Under that principle, we have grown from a nation of three or four millions to a nation of about thirty millions of people; we have crossed the Allegheny mountains and filled up the whole Northwest, turning the prairie into a garden, and building up churches and schools, thus spreading civilization and Christianity where before there was nothing but savage barbarism. Under that principle we have become, from a feeble nation, the most powerful on the face of the earth, and if we only adhere to that principle, we can go forward increasing in territory, in power, in strength, and in glory until the Republic of America shall be the north star that shall guide the friend of freedom throughout the civilized world. And why can we not adhere to the great principle of self-government upon which our institutions were originally based? I believe that this new doctrine preached by Mr. Lincoln and his party will dissolve the Union if it succeeds. They are trying to array all the Northern States in one body against the South, to excite a sectional war between the free States and the slave States, in order that the one or the other may be driven to the wall.

Stephen Douglas (1858)

33. In this passage the speaker's purpose is to

(A) analyze the causes of slavery
(B) argue in favor of states' rights
(C) criticize individual states
(D) describe the advantages of a federal government
(E) argue in favor of slavery

34. Which of the following best describes the tone of the passage?

(A) mock enthusiasm
(B) righteous indignation
(C) well-reasoned polemic
(D) objective rationalization
(E) ironic detachment
35. In the first two sentences (lines 1–9), the speaker grounds his central idea on which of the following rhetorical strategies?
   (A) inductive reasoning
   (B) deductive reasoning
   (C) description
   (D) classification
   (E) appeal to ignorance

36. The most significant rhetorical shift in the passage begins with
   (A) “So with the State of New York.” (lines 32–33)
   (B) “Now, my friends…” (line 42)
   (C) “Why should Illinois be at war with Missouri…” (line 48)
   (D) “Under that principle…” (line 69)
   (E) “I believe that this new doctrine…” (line 78)

37. The speaker substantiates his central idea with
   (A) clever anecdotes
   (B) innovative symbols
   (C) unusual paradoxes
   (D) extended metaphors
   (E) appeal to authority

38. From the passage, it appears that the speaker’s personal view is that African Americans should be
   (A) slaves and should not be allowed to hold property
   (B) should not be slaves and should be allowed to vote
   (C) should not be free but should be allowed to hold some property
   (D) should be free but not allowed to vote
   (E) should be allowed to hold property and to vote

39. In the final lines of the passage, the speaker attempts to win over his audience by
   (A) inspiring confidence
   (B) shifting blame
   (C) instilling fear
   (D) reconciling differences
   (E) overstating a problem
Questions 40–46. Read the following passage carefully before you choose your answers.

Observe, the merchant’s function (or manufacturer’s, for in the broad sense in which it is here used the word must be understood to include both) is to provide for the nation. It is no more his function to get profit for himself out of that provision than it is a clergyman’s function to get his stipend. This stipend is a due and necessary adjunct, but not the object of his life, if he be a true clergyman, any more than his fee (or honorarium) is the object of life to a true physician. Neither is his fee the object of life to a true merchant. All three, if true men, have a work to be done irrespective of fee—to be done even at any cost, or for quite the contrary of fee; the pastor’s function being to teach, the physician’s to heal, and the merchant’s, as I have said, to provide. That is to say, he has to understand to their very root the qualities of the thing he deals in, and the means of obtaining or producing it; and he has to apply all his sagacity and energy to the producing or obtaining it in perfect state, and distributing it at the cheapest possible price where it is most needed.

And because the production or obtaining of any commodity involves necessarily the agency of many lives and hands, the merchant becomes in the course of his business the master and governor of large masses of men in a more direct, though less confessed way, than a military officer or pastor; so that on him falls, in great part, the responsibility for the kind of life they lead: and it becomes his duty, not only to be always considering how to produce what he sells, in the purest and cheapest forms, but how to make the various employments involved in the production, or transference of it, most beneficial to the men employed.

And as into these two functions, requiring for their right exercise the highest intelligence, as well as patience, kindness, and tact, the merchant is bound to put all his energy, so for their just discharge he is bound, as soldier or physician is bound, to give up, if need be, his life, in such way as it may be demanded of him. Two main points he has in his providing function to maintain: first, his engagements (faithfulness to engagements being the real root of all possibilities, in commerce); and, secondly, the perfectness and purity of the thing provided; so that, rather than fail in any engagement, or consent to any deterioration, adulteration, or unjust and exorbitant price of that which he provides, he is bound to meet fearlessly any form of distress, poverty, or labour, which may, through maintenance of these points, come upon him.

1860

40. The author relies principally on which rhetorical strategy?
   (A) appeal to authority
   (B) classification
   (C) description
   (D) induction
   (E) analogy

41. According to the author, a merchant is
   (A) not motivated primarily by the prospect of making a profit
   (B) more devoted to material gain than a clergyman
   (C) less focused on making money than a physician
   (D) essentially different from a manufacturer
   (E) wholly dedicated to material gain

42. In line 7, “adjunct” most nearly means
   (A) accompaniment
   (B) evil
   (C) adjustment
   (D) bonus
   (E) addition

43. “Agency” (line 23) is directly related semantically to
   (A) “business” (line 25)
   (B) “merchant” (line 24)
   (C) “master” (line 25)
   (D) “commodity” (line 23)
   (E) “duty” (line 29)

44. The author uses “hands” (line 24)
   (A) as a synecdoche
   (B) to reinforce the manual aspect of most labor of his time
   (C) to attenuate the repetition of the word “men”
   (D) as a concrete image
   (E) all of the above

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45. The “two functions” in line 34 are
(A) earning high profits and pacifying the workers
(B) manufacturing a good, cheap product and providing for workers
(C) exploiting the workers and maximizing profits
(D) manufacturing good products and making good profits
(E) dealing with unions and keeping profits high

46. Most likely, the author would
(A) support Marxism
(B) neither like nor dislike socialism
(C) support capitalism
(D) support anticlerical groups
(E) dislike the medical profession
Questions 47–50. Read the following passage carefully before you choose your answers.

This archipelago consists of ten principal islands, of which five exceed the others in size. They are situated under the Equator, and between five and six hundred miles westward of the coast of America. They are all formed of volcanic rocks; a few fragments of granite curiously glazed and altered by the heat, can hardly be considered as an exception. Some of the craters, surmounting the larger islands, are of immense size, and they rise to a height of between three and four thousand feet. Their flanks are studded by innumerable smaller orifices. I scarcely hesitate to affirm, that there must be in the whole archipelago at least two thousand craters. These consist either of lava or scoriae, or of finely-stratified, sandstone-like tuff. Most of the latter are beautifully symmetrical; they owe their origin to eruptions of volcanic mud without any lava: it is a remarkable circumstance that every one of the twenty-eight tuff-craters which were examined had their southern sides either much lower than the other sides, or quite broken down and removed. As all these craters apparently have been formed when standing in the sea, and as the waves from the trade wind and the swell from the open Pacific here unite their forces on the southern coasts of all the islands, this singular uniformity in the broken state of the craters, composed of the soft and yielding tuff, is easily explained.

(1839)

50. In this passage, the speaker is most notably impressed by
   (A) the flora on the islands
   (B) the force of the Pacific Ocean
   (C) the fragments of granite
   (D) the symmetrical craters on the islands
   (E) the topography of the smaller islands

47. This passage is most notable for its
   (A) meticulous classification
   (B) unusual point of view
   (C) precise description
   (D) resourceful analogies
   (E) lyrical prose

48. Most likely, the passage is extracted from
   (A) an entry in a scientific journal
   (B) a nineteenth-century novel
   (C) a book on tourism
   (D) a letter from a poet
   (E) a book on volcanoes

49. In context, one can infer that tuff is
   (A) an alternate spelling for tough
   (B) a kind of sand
   (C) made up principally of grass
   (D) volcanic rock
   (E) dense and resistant
Questions 51–54. Read the following passage carefully before you choose your answers.

Art begins with abstract decoration, with purely imaginative and pleasurable work dealing with what is unreal and non-existent. This is the first stage. Then Life becomes fascinated with this new wonder, and asks to be admitted into the charmed circle. Art takes life as part of her rough material, re-creates it, and refashions it in fresh forms, is absolutely indifferent to fact, invents, imagines, dreams, and keeps between herself and reality the impenetrable barrier of beautiful style, of decorative or ideal treatment. The third stage is when Life gets the upper hand, and drives Art out into the wilderness. That is the true decadence, and it is from this that we are now suffering.

Take the case of the English drama. At first in the hands of the monks Dramatic Art was abstract, decorative and mythological. Then she enlisted Life in her service, and using some of life's external forms, she created an entirely new race of beings, whose sorrows were more terrible than any sorrow man has ever felt, whose joys were keener than lover's joys, who had the rage of the Titans and the calm of the gods, who had monstrous and marvelous sins, monstrous and marvelous virtues. To them she gave a language different from that of actual use, a language full of resonant music and sweet rhythm, made stately by solemn cadence, or made delicate by fanciful rhyme, jeweled with wonderful words, and enriched with lofty diction. She clothed her children in strange raiment and gave them masks, and at her bidding the antique world rose from its marble tomb. A new Caesar stalked through the streets of risen Rome, and with purple sail and flute-led oars another Cleopatra passed up the river to Antioch. Old myth and legend and dream took shape and substance. History was entirely rewritten, and there was hardly one of the dramatists who did not recognize that the object of Art is not simple truth but complex beauty. In this they were perfectly right. Art itself is really a form of exaggeration; and selection, which is the very spirit of art, is nothing more than an intensified mode of over-emphasis.

But Life soon shattered the perfection of the form. Even in Shakespeare we can see the beginning of the end. It shows itself by the gradual breaking-up of the blank-verse in the later plays, by the predominance given to prose, and by the overimportance assigned to characterization. The passages in Shakespeare—and they are many—where the language is uncouth, vulgar, exaggerated, fantastic, obscene even, are entirely due to Life calling for an echo of her own voice, and rejecting the intervention of beautiful style, through which alone should life be suffered to find expression. Shakespeare is not by any means a flawless artist. He is too fond of going directly to life, and borrowing life's natural utterance. He forgets that when Art surrenders her imaginative medium she surrenders everything.

(55)

51. The author of this passage is most likely
(A) a poet
(B) a novelist
(C) an art critic
(D) a journalist
(E) an actor

52. The author relies principally on which of the following to substantiate his thesis?
(A) a faulty analogy
(B) process analysis
(C) deductive reasoning
(D) an accumulation of facts
(E) illustration by example

53. "...when Art surrenders her imaginative medium she surrenders everything" (lines 54–55) is in the form of
(A) a maxim
(B) a chiasmus
(C) an antithesis
(D) an understatement
(E) an analogy

54. Above all else, the author reveres
(A) beauty
(B) life
(C) Shakespeare
(D) Caesar
(E) English drama

END OF SECTION I
EXPLANATIONS TO THE MULTIPLE-CHOICE SECTION

1. C Remember that oftentimes AP questions will ask you to infer—to draw a conclusion based on what is said in the text.

The best course of action to take when approaching this question is POE. Answer (B) is the only one that posits a positive answer (to “laud” means to praise), and it can be eliminated easily because of the word “linear.” The final sentence of the first paragraph does laud Browne’s writing, but the author suggests that the reading process is like going through a series of mazes. This is anything but straightforward—or linear. Later in the text, there is an oblique allusion to William Shakespeare (“the time of Elizabeth”), but there is nothing resembling a comparison between Browne and Shakespeare; eliminate (D). There is even less reason to suspect that there is any suggestion of a comparison between the author of the passage (Samuel Johnson, by the way) and Browne; so you can eliminate answer (E). Now you’re down to two choices. The author criticizes the exuberance and lack of clarity that makes it difficult to understand his reasoning; he does not suggest that Browne reasons poorly (or not at all); thus, answer (A) is not correct. You’re left with (C), which fits: The author complains about Browne’s lack of clarity.

2. B This question also requires you to use POE. The first answer should be suspect—it would be far too easy if they just expected you to equate “poesy” and “poetry.” Remember that the author applies the poesy to Browne’s style, which the author qualifies with a combination of positive and negative attributes. In essence, you must match the positive qualities (“excellencies”) and negative ones (“faults”) with one of the answers. None of the last three answers, which all are tied to “poetry” to keep you leaning toward a simplistic answer, is appropriate. Browne says that greatness is connected to certain extremes (both good and bad) in an individual’s character; the author of the passage suggests that the extremes of Browne’s character help explain the eccentricities of his style.

As is common on this test, there is no answer that is a perfect match. More often than not the correct answer will be similar, but not identical, to the answer that you come up with from reading the passage. Your goal is to identify the best answer, and (B) is the only plausible one.

3. C The meaning is obvious because the author translates the expression for us, putting the translation just before the Latin phrase: “To have great excellencies and great faults.” By the way, more often than not, authors who insert foreign words or phrases will tip their hands and either suggest the meaning or simply state it.

4. A Here’s another example where POE comes in handy. At first glance, answer (B) seems plausible, but the problem lies in the word “hints.” The author does not hint; rather, he says outright that the style is pedantic. The author describes, but does not justify or argue, so (C) and (D) are out. Choice (E) can’t be correct; Browne’s style is many things (including complex), but it is definitely not facile (easy). True, there are some positive elements in the author’s evaluation, but these are outweighed by the negative epithets: rugged, pedantic (overly bookish), obscure, harsh, and uncouth. This appears to be open criticism, so (A) is the best answer.
5. A The key to answering this question correctly is to recognize that the author establishes a clear parallel pattern: a sequence of positive qualifiers contrasted with related negative ones (this, but that). At the end of the sentence, however, the author combines two pejorative statements (this and that). This modificant of the parallelism tips the balance toward the negative. Remember that the passage begins with Browne's own comment that suggests that greatness originates in a sort of balance between the great qualities and great faults. By adding on only faults at the end of the sentence describing Browne's style, the author of the passage shows that he sees more faults than "excellencies." Some of the answers are deliberately misleading. Both (B) and (C) pertain to "balance," although each has nothing to do with our answer. Choice (D) appears to function only as "filler." If you chose this answer, you should review the meaning of parallelism before going any further. Choice (E) is the exact opposite of the correct answer; "obfuscate" means to intentionally mislead.

6. A The first sentence of the third paragraph allows you to use POE to begin eliminating incorrect answer choices: "He fell into an age in which our language began to lose the stability..." Right away, you can eliminate answers (B), (C), and (E). You should be suspicious of (D) because of the word "metaphorical." Where does "metaphorical" come in? It doesn't, which is why (D) is not the best answer. Browne lived in a time of linguistic experimentation, and the author of the passage takes the time to discuss this to put some of Browne's excesses in context.

7. D The author at first classifies Browne's use of vocabulary as "useful" then goes on to describe some of it as "superfluous" and then "obscure." You can use POE to eliminate all but the correct answer. The last word in the correct answer, "deleterious," may have given you problems; this word means "harmful." The idea that some of his vocabulary is, in fact, harmful to his writing is given in the lines that say that some words "conceal his meaning rather than explain it."

8. E For this question, all of the answers probably seemed plausible. Your first step should have been to find the appropriate part of the text. In the last paragraph, the author writes: "in defence of his uncommon words and expressions, we must consider that he had uncommon sentiments, and was not content to express, in many words, that idea for which any language could supply a single term." Thus, the author attributes Browne's unusual diction (word choice) to his desire to find the exact word that expresses his uncommon thoughts or feelings, instead of circuitously expressing them through the use of many words.

9. A This question does not ask anything new; in essence, it addresses the same content as the preceding question, but in a slightly different way and while also indirectly testing your knowledge of a couple of words. If you understand that "heteroclite diction" signifies the use of words that are unusual or unusually varied, you can probably pick out the correct answer immediately. If not, use POE. You can eliminate (D) right away. Hopefully, you are familiar with the word "homogeneous" and can eliminate choice (B) too. Even if you aren't sure about the meaning of "mundane" (ordinary, usual, worldly) or "trope" (similar in meaning to rhetorical figure, for example, metaphor), you will have narrowed your choices to three, and should guess and move on.
10. A This question is relatively straightforward; using POE would enable you to eliminate answers (B) and (D). You may have been tempted by (C), but you should have noticed that the author of the passage discusses Browne as though he were writing in the past; for example, the third paragraph begins, “He fell into an age in which our language began to lose the stability which it had obtained in the time of Elizabeth.” Finally, if you know that polemic means “debate” and that “virulent polemic” means something like a “heated debate,” then you can dismiss answer (E). If not, then you should have guessed and moved on.

11. B Remember that with this type of question, if you can determine that half of the answer is untrue, then you can eliminate the entire answer. Thus, the fact that “sarcastic” seems way off-base allows you to eliminate (A), the inappropriateness of “harsh” allows you to discard (C), and the use of “sentimental” (or “capricious”) disqualifies (E). It may not seem unreasonable to claim that the author of the passage is somewhat condescending, but it would be inaccurate to say that he is indulgent; the author appears to genuinely appreciate and admire certain aspects of Browne’s style. In fact, he analyzes the style in a scholarly manner, which is why (B) is the best answer.

12. E One of the most important questions that you can ask while reading is: Who is speaking? With more modern literary texts, the question is often difficult to answer. Clearly, in this case, the speaker is a talented writer who knows the works of George Eliot (a nineteenth-century female writer). We have no reason to suspect that the speaker is a family member, so choice (A) is incorrect. Answer (B) is a trap for those casual readers who note that in the initial part of the text there is a discussion of religion, but fail to see how this fits into a discussion of the heroines in a feminist construct. Answer (D) would be a legitimate answer were it not for the qualifier, “chauvinist.” If you had to attach a label to the speaker, it would probably be feminist, not chauvinist. After using POE, the only answer choice left is (E), and it seems appropriate enough.

13. B This question digs deeper into the relevance of the discussion of religion as it applies to the speaker’s view of Eliot as a feminist writer (or as a writer about the feminine condition). Don’t let the simile (“like a place of worship”) mislead you. The speaker claims that at the heart of Eliot’s novels the reader finds a young woman’s struggle “in aspiration and agony” for “something that is perhaps incompatible with the facts of human existence.” There is no statement about where the heroine might be physically, so answers (A), (C), and (D) should be eliminated right away. Answer (E) may have seemed plausible, but in fact, the heroine, as a woman in a world dominated by men, is shut off from “the real world” and forced into herself, not necessarily “lost in prayer.” She is more precisely “essentially alone.”

14. B If you understood the last explanation, there is little to add here. The great fact of human existence in the context of this passage is that it’s a man’s world (remember that Eliot wrote in nineteenth-century England). The entire passage is about women and their place in “the human condition.” Answer (C) may have tempted you, but “the facts of human existence” cannot be limited to these women protagonists. You may have felt that answer (A) was correct because human existence restricts both men and women in some way; however, the aspirations of the heroines are incompatible only with “the facts of human existence.” In this context, the incompatibility pertains only to women.

15. A Every once in a while, the exam will surprise you with a question as easy as this one. “Save for,” which you may have seen written before, is sometimes substituted for the phrase “except for.”
16. E  “The difference of [point of] view” and “the difference of standard” are Eliot’s “inheritance.” Like men, Eliot sought and achieved a significant grasp of art and culture, but, according to the speaker, she did not renounce the feminine qualities—the results of her gender—that made her different.

17. B  At the end of the passage, the speaker calls Eliot’s knowledge and freedom a “double burden” and suggests that the burden led directly to Eliot’s death, in the phrase “sank worn out.” Clearly, Eliot was not in good health, since she has died, and answer (A) can be eliminated. The other answer choices are very obviously incorrect: choice (C) is incorrect since Eliot was in fact famous. Choice (D) is also untrue according to the passage, and (E) is the opposite of what is stated in the passage. Choice (B) is the best answer.

18. D  The best way to approach this type of question is to use POE. The apposition (“her, a memorable figure”) appears almost at the beginning of the sentence, so (A) is not the correct answer. The claim that Eliot reached out “for all that life could offer” may be intended literally, but the statement is hyperbolic (it is an overstatement). As for choice (C), there is a clear example of personification when Eliot shrinks “back into the arms of love.” One could also argue that there are multiple examples of not very noteworthy parallelism, but perhaps the most obvious one is the construction “reaching out with ... confronting her feminine aspirations with.” You may expect to find a relative clause in such a long periodic sentence, however, there is none, and the correct answer is (D).

19. A  The question boils down to this: Who is speaking? Let’s use POE. The speaker put the phrase in quotation marks to show that it is not hers; therefore, (B) is incorrect. If the speaker borrowed it from one of Eliot’s critics, she would need to identify the citation somehow; (C), therefore, does not seem plausible. From context, it is clear that the reader should indeed, take the phrase seriously, and the phrase does represent the speaker’s point of view, which is why the phrase is there in the first place. So answers (D) and (E) can be eliminated. The entire text centers on Eliot’s relationship to her feminine protagonists, and so it seems very probable (in this case, certain) that the speaker would integrate a phrase from one of Eliot’s heroines. Choice (A) is the best answer.

20. C  This type of question is very common on actual AP exams; fortunately, these types of questions usually contain two terms—as this one does.

   It would be difficult to accept either qualifier in (A), but “disorganized” is far too pejorative and couldn’t possibly be appropriate for this passage. Answer (B) is far off the mark too, especially if you can discern between “scholarship” and “pedantry.” Pedantic means “characterized by a narrow, often ostentatious concern for book learning and formal rules.” You could probably dismiss both terms in answer (D), also; this passage cannot accurately be described as “metaphysical.” Answer (E) is half right; the style could be called “intellectual,” but there is no cynicism here, POE leaves us with “sympathetic and concrete.” This answer may not be ideal, but it’s the best choice available.

21. A  Choice (A) is the only answer that lists two appropriate adjectives, but go through the other choices to make sure none of them is equally good: Both parts of (B) are untrue. Answer (C) starts out well; the point of view could be considered “altruistic.” The second term (“elitist”), however, does not seem appropriate at all. Remember that you need to eliminate only one element of the answer to discount the entire answer. “Quixotic” (overly idealistic) might fit, but the plan is presented in a rational manner, so you can eliminate (D). The point of view is “positivist” (having to do with faith in progress), but “unreasonable” is too strong. Although (E) is a possibility, (A) is a better answer.
22. D The key in this question is to recognize that the "Institution" the author of this passage describes is meant to serve only children. The other answer choices are institutions that serve both children and adults. The author, who did, in fact, establish a utopian community (Lanark, in Southern Scotland) never uses the word school, but it is clear what kind of institution he is proposing because of this sentence: "It has ever been my intention that as this Institution, when completed, will accommodate more than the children of parents resident at the village, any persons living at Lanark, or in the neighbourhood anywhere around, who cannot well afford to educate their children, shall be at liberty, on mentioning their wishes, to send them to this place, where they will experience the same care and attention as those who belong to the establishment."

23. A The pronoun at the beginning of the sentence refers to "those who apply these terms to their fellow-men," and we can infer that the "those" referred to are the wealthy and privileged middle class. Essentially, the sentence states that the "men of worth" (the wealthy) are the worthless. That is a paradox or apparent contradiction. The wealthy who believe that the poor are worthless creatures help perpetuate their poverty; this, states the author, is far worse than the condition of being poor. The entire sentence both states, and partly explains, the paradox.

24. B This question is merely a continuation of the previous one. The pronoun that they're asking about in this question is the same one they asked about in question 23—"they." Again, "they" refers to "those who apply these terms to their fellow-men." We can infer that the author most nearly means "the wealthy."

25. E At first glance, all of the answers seem to be correct. But what is the speaker most interested in? The passage is centered on the establishment of the (educational) "Institution" and its goals. Note that the author blames poor upbringing (education) for the "wicked" attitude of the privileged classes. Thus, the real focus of the passage is on education—"imparting knowledge and moral values."

26. D This is a warm-up question. The incorrect answers are all related to the text, but only (D) explains the opening sentence of the passage ("And yet, being a problem is a strange experience"). The passage is written by an African American author (W. E. B. Du Bois) and deals with racism.

27. A An epiphany is a sudden realization; in this passage, there is a rhetorical statement that announces the moment of epiphany: "Then it dawned upon me with a certain suddenness...." Even if you didn't know the meaning of epiphany, you could use POE to arrive at the correct answer. The author is definitely not describing the incident as a moment of triumph (B). Answer (C) is partly true because the moment is a revelation, but the epiphany is for the boy, not for the reader. The remaining answers have no grounding in the passage.
28. D The more obvious of the metaphors is the sky, which is extended by "dazzling," "sunny," and "streak of blue." The blue, dazzling, and sunny sky represents the world of opportunity that shines above the white children and, for a while, the author. As the child matures, he realizes the narrowness of his opportunities (the blue is reduced to a streak). The other metaphor is the house/prison with its straight, narrow, tall, and unscalable walls of stone; of course, this edifice is not a real prison, but the limiting restrictions of racism. You may have noticed that the walls of the prison are white.

You can eliminate the other answers with ease, unless you are not familiar with "euphemism," which means "a word or words that replace a crass, crude, or simply inappropriate word or phrase."

29. B This is a common AP exam phenomenon: Two questions so closely linked that you are more likely to get both right or both wrong. In light of the previous explanation, the "night" is used metonymically to suggest the color of the boys' skin. (In metonymy, one term is substituted for another term with which it is closely associated.)

30. A Using POE is the best way to attack this question. You can eliminate (C), (D), and (E) with certainty. The author states that his comrades shrank into "sycophancy" (obsequiousness, or, in the vernacular, "brown-nosing"); he implies that he had moments of intellectual and physical triumph over his white peers; he also sets himself somewhat apart from his African American comrades ("other black boys"). Choosing between (A) and (B) is the tricky part.

On the one hand, even though the author does finally include himself ("the shades of the prison-house closed around us all"), the author places himself above them by accusing the other black boys of being sycophants, and saying that only he wrested his share of opportunity. On the other hand, he suggests that he is superior to his white peers by saying that he could win his share of prizes and contests at school, he suggests that he could at least hold his own in professional life (law, medicine, literature), if given the opportunity.

31. A The previous explanation hints at the answer to this question. The author’s first reaction was to remain aloof and "above" the racism at school; however, he realizes that this attitude would do nothing to change one stark reality: that he would not be able to remain apart if he were to somehow "wrest from them" the opportunities open to white boys. He vows to succeed in a field restricted almost exclusively to white men: law, medicine, or literature.

32. E Laudatory means "praiseworthy or congratulatory," and if you know this, the question is not too difficult. If you didn't know this, then POE will enable you to eliminate all of the answers except (E). Watch out for questions that say "EXCEPT" or "NOT"—in these questions, you're looking for the opposite of what you'd usually look for.

33. B This passage is from one of the famous Lincoln-Douglas debates; here, Douglas argues in favor of states' rights.

You should note that it is possible to eliminate several of the choices based on the verb used. The speaker presents an argument; he does not analyze (A), criticize (C), or describe (D). Douglas says directly that he is vehemently opposed to the idea of slavery in his home state of Illinois; he argues in favor of letting each state decide the issue for itself and goes on to claim that the greatness of the country rests on the sovereignty of the states to do so.