First Passage

The written word is weak. Many people prefer life to it. Life gets your blood going, and it smells good. Writing is mere writing, literature is mere. It appeals only to the subtlest senses — the imagination’s vision, and the imagination’s hearing — and the moral sense, and the intellect. This writing that you do, that so thrills you, that so rakes and exhilarates you, as if you were dancing next to the band, is barely audible to anyone else. The reader’s ear must adjust down from loud life to the subtle, imaginary sounds of the written word. An ordinary reader picking up a book can’t help hear a thing; it will take half an hour to pick up the writing’s modulations, its ups and downs and louds and softs.

An intriguing entomological experiment shows that a male butterfly will ignore a living female butterfly of his own species in favor of a painted cardboard one, if the cardboard one is bigger. If the cardboard one is bigger than he is, bigger than any female butterfly ever could be. He jumps the piece of cardboard. Over and over again, he jumps the piece of cardboard. Nearby, the real, living butterfly opens and closes her wings in vain.

Films and television stimulate the body’s senses too, in big ways. A nine-foot handsome face, and its three-foot-wide smile, are irresistible. Look at the long legs on that man, as high as a wall, and coming straight toward you. The music builds. The moving, lighted screen fills your brain. You do not like filmed car chases? See if you can turn off the television; they prefer books. I cannot imagine a sorrier pursuit than struggling for years to write a book that attempts to appeal to people who do not read in the first place.

1. Which of the following terms can be used to describe the imagery of the last sentence in the first paragraph (“An ordinary . . . and softs”)?
   I. Simile
   II. Metaphor
   III. Synesthetic
   A. I only
   B. II only
   C. I and III only
   D. II and III only
   E. I, II, and III

2. In the second paragraph of the passage, the author employs
   A. a concession to an opposing point of view
   B. a cause and effect relationship
   C. a smile
   D. a metaphor
   E. an extended definition

3. Which of the following best describes how the second and third paragraphs are related?
   A. The second paragraph makes an assertion that is qualified by the third paragraph.
   B. The second paragraph asks a question that is answered by the third paragraph.
   C. The second paragraph describes a situation that is paralleled in the third paragraph.
   D. The second paragraph presents as factual what the third paragraph presents as only a possibility.
   E. There is no clear relationship between the two paragraphs.

4. The “nine-foot handsome face” (lines 31–32) refers to
   A. the female butterfly
   B. literary creativity
   C. a television image
   D. an image in the movies
   E. how the imagination of a reader may see a face

5. In several books, have caused me to read on with increasing dismay, and finally close the books because I smelled a rat. Such books seem uneasy being books; they seem eager to fling off their disguises and jump onto screens.

6. Why would anyone read a book instead of watching big people move on a screen? Because a book can be literature. It is a subtle thing — poor thing, but our own. In my view, the more literary the book — the more purely verbal, crafted sentence by sentence, the more imaginative, reasoned, and deep — the more likely people are to read it. The people who read are the people who like literature, after all, whatever that might be. They like, or require what books alone have. If they want to see films that evening, they will find films. If they do not like to read, they will not. People who read are not too lazy to flip on the television; they prefer books. I cannot imagine a sorrier pursuit than struggling for years to write a book that attempts to appeal to people who do not read in the first place.
5. In the fourth paragraph, the author argues that
   I. action scenes are better in films than in books
   II. novels written with an eye on future film adaptation stink
   III. novels specifically written to be adapted into films do not make superior films
   A. II only
   B. I and II only
   C. I and III only
   D. II and III only
   E. I, II, and III

6. The last sentence of the fourth paragraph ("Such books . . . onto screens") contains an example of
   A. personification
   B. understatement
   C. irony
   D. simile
   E. syllogism

7. According to the passage, literature is likely to be characterized by all of the following EXCEPT
   A. colloquial language
   B. imagination
   C. verbal skill
   D. moral sense
   E. intelligence

8. In the last sentence of the last paragraph, the phrase "sorrier pursuit" can be best understood to mean
   A. more regretful chase
   B. poorer occupation
   C. more sympathetic profession
   D. sadder expectation
   E. more pitiful striving

9. In the last paragraph, the phrase "a poor thing, but our own" is adapted from Shakespeare’s "a poor . . . thing, sir, but mine own." The change from the singular to the plural pronoun is made in order to
   A. avoid the use of the first person
   B. include all readers of this passage who prefer literature
   C. avoid direct quotation of Shakespeare and the appearance of comparing this work to his
   D. suggest that the number of readers is as great as the number of moviegoers
   E. avoid overpraising literature compared to films, which are more popular

10. The sentences "The written word is weak" (line 1), "An ordinary reader . . . a thing" (lines 14–16), and "The printed word . . . should not" (lines 44–46) have in common that they
    A. concede a limitation of the written word
    B. assert the superiority of film to writing
    C. do not represent the genuine feelings of the author
    D. deliberately overstate the author’s ideas
    E. are all ironic

11. With which of the following statements would the author of this passage be most likely to disagree?
    A. Life is more exciting than writing.
    B. People who dislike reading should not be forced to read.
    C. Good books will appeal to those who do not like to read as well as to those who do.
    D. The power of film is irresistible.
    E. Novels written for people who hate reading are folly.

12. The passage in its entirety is best described as about the
    A. superiority of the art of writing to the art of film
    B. difficulties of being a writer
    C. differences between writing and film
    D. public’s preference of film to literature
    E. similarities and differences of the novel and the film

13. Which of the following best describes the organization of the passage?
    A. A five-paragraph essay in which the first and last paragraphs are general and the second, third, and fourth paragraphs are specific.
    B. A five-paragraph essay in which the first two paragraphs describe writing, the third and fourth paragraphs describe film, and the last paragraph describes both writing and film.
    C. Five paragraphs with the first about literature, the second about butterflies, and the third, fourth, and fifth about the superiority of film.
    D. Five paragraphs with the first and last about writing, the third about film, and the fourth about both film and writing.
    E. Five paragraphs of comparison and contrast, with the comparison in the first and last paragraphs and the contrast in the second, third, and fourth.

14. All of the following rhetorical features appear in the passage EXCEPT
    A. personal anecdote
    B. extended analogy
    C. short sentence
    D. colloquialism
    E. irony
Second Passage

These are the times that try men’s souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as freedom should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right not only to tax, but “to bind us in all cases whatsoever,” and if being bound in that manner is not slavery, then is there not such a thing as slavery upon earth. Even the ex-pression is impious; for so unlimited a power can belong only to God. . . .

I once felt all that kind of anger, which a man ought to feel, against the mean principles that are held by the to-ries: a noted one, who kept a tavern at Amboy, was standing at his door, with as pretty a child in his hand, about eight or nine years old, as I ever saw, and after speaking his mind as freely as he thought was prudent, finished with this unfatherly expression, “Well! Give me peace in my day.” Not a man lives on the continent but fully believes that a separation must some time or other finally take place, and a generous parent should be in my day, that my children may have peace; and this single reflection, well applied, is sufficient to awaken every man to duty. Not a place upon earth might be so happy as America. Her situation is remote from all the wrangling world, and she has nothing to do but to trade with them. A man can distinguish himself between temper and principle, and I am as confident, as I am that God Almighty will not give up a people to military destruction, or leave them unprotected to perish, who have so earnestly and so repeatedly sought to avoid the calamities of war, by every decent method which wisdom could invent. Neither have I so much of the infidel in me as to suppose that He has relinquished the government of the world, and given us up to the care of devils; and as I do not, I cannot see on what grounds the King of Britain can look up to heaven as I do not, I cannot see on what grounds he has relinquished the government of the world, that America will ever be happy till she gets clear of foreign dominion. Wars, without ceasing, will break out till that period arrives, and the continent must in the end be conqueror; for though the flame of liberty may sometimes cease to shine, the coal can never expire. . . .

The heart that feels not now is dead: the blood of his children will curse his cowardice who shrinks back at a time when a little might have saved the whole, and made them happy. I love the man that can smile in trouble, that can gather strength from distress, and grow brave by reflection. ‘Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death. My own line of reasoning is to myself as straight and clear as a ray of light. Not all the treasures of the world so far as I believe, could have induced me to support an offensive war, for I think it murder; but if a thief breaks into my house, burns and destroys my property, and kills or threatens to kill me, or those that are in it, and to “bind me in all

15. The essay appears to be addressed to
A. the British government
B. British citizens
C. Americans
D. the American government
E. all oppressed people

16. When the author addresses the “summer soldier and the sunshine patriot,” he is most likely referring to
A. the American army’s reserve soldiers
B. those citizens who are infidels
C. the British soldiers stationed in America
D. those who support the revolution only when convenient
E. the government’s specialized forces

18. Which of the following does the author NOT group with the others?
A. Common murderer
B. Highwayman
C. Housebreaker
D. King
E. Coward

19. The “God” that the author refers to can be characterized as
A. principled
B. vexed
C. indifferent
D. contemplative
E. pernicious
20. Which of the following rhetorical devices is NOT one of the author’s tools?
A. Anecdote
B. Simile
C. Aphorism
D. Understatement
E. Symbolism

21. According to the author, freedom should be considered
A. that which will vanquish cowards
B. one of the most valuable commodities in heaven
C. that which can be achieved quickly
D. desirable but never attainable
E. an issue only governments should negotiate

22. The author’s purpose in using the phrase “with as pretty a child . . . as I ever saw” (lines 47–49) is most likely to
A. prove that the tavern owner has a family
B. display his anger
C. add emotional appeal to his argument
D. symbolically increase the tavern owner’s evil
E. dismiss traditional values

23. Which of the following would NOT be considered an aphorism?
A. “Tyranny, like hell, is not easily conquered” (lines 6–7)
B. “the harder the conflict, the more glorious the triumph” (lines 8–10)
C. “What we obtain too cheap, we esteem too lightly” (lines 10–11)
D. “Not a place upon earth might be so happy as America” (lines 61–62)
E. “though the flame of liberty may sometimes cease to shine, the coal can never expire” (lines 73–75)

24. As seen in lines 61–75, the author feels that, in an ideal world, America’s role in relation to the rest of the world would be
A. only one of commerce
B. one of aggressive self-assertion
C. more exalted than Britain’s
D. sanctified by God
E. one of complete isolationism

25. The rhetorical mode that the author uses can best be classified as
A. explanation
B. description
C. narration
D. illustration
E. persuasion

26. Which of the following best describes the author’s purpose in the sentence “The heart that feels not now is dead . . .” (lines 76–80)?
A. To suggest that children should also join the revolution
B. To plant fear in people’s hearts
C. To plead to the king once again for liberty
D. To encourage retreat in the face of superior force
E. To encourage support by an emotional appeal to all men

27. All of the following rhetorical devices are particularly effective in the last paragraph of the essay EXCEPT
A. aphorism
B. simile
C. deliberate ambivalence
D. parallel construction
E. analogy

28. The author’s main purpose in the essay can best be described as
A. a summons for peace and rational thinking
B. overemotional preaching for equality
C. a series of unwarranted conclusions
D. a patriotic call to duty and action
E. a demand for immediate liberty
Questions 29–43. Read the following passage carefully before you begin to answer the questions.

Third Passage

It was a hazy sunrise in August. . . . The sun, on account of the mist, had a curious sentient, personal look, demanding the masculine pronoun for its adequate expression. His present aspect, coupled with the lack of all human forms in the scene, explained the old-time holi-

...taries in a moment. . . . The luminary was a golden-haired, beaming, mild-eyed, God-like creature, gazing down in the vigour and intension of youth. . . .

His light, a little later, broke through chinks of cottage shutters, throwing stripes like red-hot pokers upon cupboards, chests of drawers, and other furniture within; and awakening harvesters who were not already astir.

But of all ruddy things that morning the brightest were the two broad arms of painted wood, which rose from the margin of a yellow cornfield hard by Marlott village. They, with two others below, formed the revolving Maltese cross of the reaping-machine, which had been brought to the field on the previous evening to be ready for operations this day. The paint with which they were smeared, intensified in hue by the sunlight, imparted to them a look of having been dipped in liquid fire . . . .

Two groups, one of men and lads, the other of women, had come down the lane just at the hour when the shadows of the eastern hedge-top struck the west hedge midway, so that the heads of the groups were enjoying sunrise while their feet were still in the dawn. . . .

Presently, there arose from within a tickling like the lovelmaking of the grasshopper. The machine had begun, and a moving concatenation of three horses and the aforesaid long rickety machine was visible over the gate, a driver sitting upon one of the hauling horses, and an attendant on the seat of the implement. Along one side of the field the whole main went, the arms of the mechanical reaper revolving slowly, till it passed down the hill quite out of sight. In a minute it came up on the other side of the field at the same equable pace; the glistening brass star in the forefront of the fore horse first catching the eye as it rose into view over the stubble, then the bright arms, and then the whole machine.

The narrow lane of stubble encompassing the field grew wider with each circuit, and the standing corn was reduced to a smaller area as the morning wore on. Rabbits, hares, snakes, rats, mice, retreated inwards as into a fastness, unaware of the ephemeral nature of their refuge, and of the doom that awaited them later in the day when, their covert shrinking to a more and more horrible narrowness, they were huddled together, friends and foes, till the last few yards of upright wheat fell also under the teeth of the unerring reaper, and they were every one put to death by the sticks and stones of the harvesters.

The reaping machine left the fallen corn behind it in little heaps, . . . and upon these the active binders in the rear laid their hands — mainly women, but some of them men in print shirts, rendering useless the two buttons behind, which twinkled and bristled with sunbeams at every movement of each wearer, as if they were a pair of eyes in the small of his back.

But those of the other sex were the most interesting of this company of binders, by reason of the charm which is acquired by woman when she becomes part and parcel of outdoor nature, and is not merely an object set down therein as at ordinary times. A field-man is a personality afield; a field-woman is a portion of the field, she has somehow lost her own margin, imbibed the essence of her surrounding, and assimilated herself with it . . . .

There was one wearing a pale pink jacket, another in a cream-coloured tight-sleeved gown, another in a petticoat as red as the arms of the reaping-machine. . . . This morning the eye returns involuntarily to the girl in the pink cotton jacket, she being the most flexuous and finely-drawn figure of them all. But her bonnet is pulled so far over her brow that none of her face is disclosed while she binds, though her complexion may be guessed from a stray twine or two of dark brown hair which extends below the curtain of her bonnet. Perhaps one reason why she discloses casual attention is that she never courts it, though the other women often gaze around them.

At intervals she stands up to rest, and to retie her disarranged apron, or to pull her bonnet straight. Then one can see the oval face of a handsome young woman with deep dark eyes and along heavy clinging tresses, which seem to clasp in a beseeching way anything they fall against. The cheeks are paler, the teeth more regular, the red lips thinner than usual in a country-bred girl.

29. In describing the sun, (lines 2–11) the author most frequently employs which of the following rhetorical devices?
A. Apostrophe
B. Personification
C. Onomatopoeia
D. Paradox
E. Parallel clauses

30. Of the following, which best illustrates the time that passes in the passage?
A. “The luminary was a golden-haired, beaming, mild-eyed God-like creature” (lines 8–10)
B. “His light . . . broke through chinks of cottage shutters” (lines 12–13)
C. “awakening harvesters who were not already astir” (lines 16–17)
D. “which rose from the margin of a yellow cornfield” (lines 20–21)
E. “the heads of the groups were enjoying sunrise while their feet were still in the dawn.” (lines 35–37)

31. In lines 38–70, the steady movement of the reaping-machine as it cuts the wheat and reduces the animals’ territory serves to reinforce the
A. positive aspects of technological progress
B. politicalization of pastoral areas
C. relentless momentum of industrialization
D. alacrity with which the task can be completed
E. comparison between the machine and the sun’s movement
32. From the author’s description of the “unerring reaper” in the sixth paragraph (lines 57–72), the machine can best be characterized as
A. a genuine improvement for humans
B. a benevolent companion to humans
C. a high-technology device run astray
D. an inevitable aspect of the future
E. a menacing destroyer of natural habitats

33. The effect of moving from a description of the sun to a description of the reaping-machine is to
A. diminish the power of the sun
B. connect the sun to something human
C. emphasize the lifelike quality of both objects
D. suggest the power of the machine
E. comment on the negative aspects of the two

34. Which of the following best explains the author’s purpose in describing the animals of the field?
A. To demonstrate the effect of industrialization on nature
B. To illustrate the ruthlessness of the humans who kill them
C. To satirize the animals’ flight from the terrifying machine
D. To suggest the senselessness of animals’ deaths
E. To reduce any sympathy the reader may have for the animals

35. In context, “the ephemeral nature of their refuge” (lines 63–64) most probably means the
A. sturdiness of their burrows
B. universality of their fear
C. human-like quality of their thoughts
D. animal instinct common to all creatures
E. transitory character of their environment

36. The description of the two buttons on the men’s trousers has the effect of
A. metaphorical seriousness
B. humorous visual appeal
C. symbolizing the men’s self-consciousness around women
D. superfluous detail
E. ironic hyperbole

37. According to the passage, the women and men in the field differ from each other because
A. the men take more care with their work
B. society’s attitude inadvertently inhibits the women’s productivity
C. it is one place where the women can excel over men
D. the women become a component of the field
E. the women’s individual personalities become stronger

38. It can be inferred that the beauty of the girl in the pink jacket
A. is flaunted by the means of her clothing
B. is impossible to detect
C. draws unsolicited attention
D. reveals her aristocratic background
E. is harmonious with nature

39. Which of the following best describes the tone of the passage?
A. Engrossed
B. Condescending
C. Optimistic
D. Ironic
E. Cavalier

40. It can be inferred from the passage that the girl in the pink jacket is
A. popular with the locals
B. flirtatious with the field-men
C. overwhelmingly attractive
D. more reserved than her coworkers
E. older than most of the other girls

41. The author’s main purpose in describing the girl in the pink jacket is to
A. demonstrate her kinship to others
B. reveal how dissimilar she is to the other villagers
C. concentrate on her composure and dignity
D. contrast her sophistication with the others’ naïveté
E. explain what a nonconformist she is

42. Which of the following rhetorical devices is NOT present in the essay?
A. Parallelism
B. Allegory
C. Personification
D. Allusion
E. Simile

43. The structure of the passage can be described as
A. becoming increasingly more abstract to humans while providing commentary about humanity
B. comparing and contrasting animals to humans while providing commentary about humanity
C. giving specifics to support generalizations about the Industrial Revolution
D. illustrating the same scene from differing points of view
E. moving from a visual overview of the village down to specific people
Fourth Passage

Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshaling of affairs come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament is affectation; to make judgment wholly by them; for they teach not their own use; men admire them, and wise men use them; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find mind may have a special receipt. If his wit be not apt to distinguish or find differences, let him study the schoolmen; for they are cymini sectores! If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers’ cases. So every aspect of the mind may have a special receipt.

The audience that might benefit the most from the author’s ideas is likely to be those who
A. have returned to university study
B. think studies are unnecessary
C. are poor readers
D. already have university degrees
E. are successful in business

The word “humor,” (line 14) can be best defined as
A. mirth
B. benefit
C. excuse
D. aspiration
E. temperament

According to the passage, reading is beneficial when supplemented by
A. academic necessity
B. literary criticism
C. personal experience
D. brief discussion
E. historical background

A prominent stylistic characteristic of the sentence “Read not to . . . weigh and consider” (lines 25–29) is
A. understatement
B. metaphor
C. hyperbole
D. parallel construction
E. analogy

Practice Test 1

Questions 44–57. Read the following passage carefully before you begin to answer the questions.

44. The sentence “They perfect nature . . . by experience” (lines 15–20) most probably means that
A. professor should emphasize reading over personal experience
B. the message in some books is too complex to be understood by the common person
C. the ideas in books are readily accessible to one who reads widely
D. people misspend valuable time in the pursuit of evasive knowledge
E. that everything one learns in books cannot necessarily be applied directly to real-life situations

45. In context, the word “observation” (line 25) is analogous to
A. “experience” (line 16)
B. “directions” (line 19)
C. “studies” (line 21)
D. “wisdom” (line 24)
E. “believe” (lines 26–27)

46. According to the passage, which of the following are reasonable uses for one’s studies?
I. For private enjoyment
II. For intelligent conversation
III. For sound judgment
A. I only
B. II only
C. III only
D. II and III only
E. I, II, and III

47. The sentence “Read not to . . . weigh and consider” (lines 25–29) is
A. understatement
B. metaphor
C. hyperbole
D. parallel construction
E. analogy

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51. What paradox about studies does the author present?
A. Crafty men may be tempted to ignore studies.
B. Those who are too consumed by studies become indolent.
C. Some books can never be completely understood.
D. Not all books are approached the same way.
E. Some “defects of the mind” can never be remedied.

52. Which of the following does the author imply is the greatest error a reader can commit?
A. Reading voraciously
B. Reading only excerpts
C. Reading only what professors recommend
D. Reading without thinking
E. Reading only for pleasure

53. Which of the following phrases may be seen as rhetorically similar to “Some books are to be tasted . . . chewed and digested” (lines 29–31)?
I. “natural abilities . . . need pruning by study” (lines 16–18)
II. “Some books also may be read . . . by others” (lines 35–37)
III. “like as diseases . . . have appropriate exercises” (lines 55–56)
A. I only
B. II only
C. II and III only
D. I and III only
E. I, II, and III

54. In context, the phrase “not curiously” (line 33) means
A. with questions in mind
B. with great interest
C. without much scrutiny
D. without strong background
E. with personal interpretation

55. Stylistically, the sentence “Reading maketh a full man . . . writing an exact man” (lines 41–43) is closest in structure to
A. “To spend too much time . . . the humor of a scholar.” (lines 10–14)
B. “They perfect nature, and are perfected by experience . . . bounded in by experience.” (lines 15–20)
C. “Some books also may be read by deputy . . . flashy things.” (lines 35–41)
D. “Nay, there is no stand or impediment . . . exercises.” (lines 53–56)
E. “So if a man’s wit be wandering . . . begin again.” (lines 60–64)

56. The word “wit,” as it is used in line 60, can be interpreted to mean
A. wisdom, intuition
B. mind, intelligence
C. humor, caprice
D. opinion, sentiment
E. geniality, jocundity

57. Which of the following ideas is contradicted in the essay?
A. Specific ailments have specific cures.
B. Reading should be adjusted to suit one’s purpose.
C. An educated man makes sound business decisions.
D. All books should be read in the same manner.
E. Excessive studying can be counterproductive.