

# DIAGNOSTIC/MASTER EXAM ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

## Section I

Total Time—1 hour

Carefully read the following passages and answer the accompanying questions.



Questions 1–12 are based on the following passage from “Samuel Johnson on Pope,” that appeared in *The Lives of the English Poets* (1779–1781).

The person of Pope is well known not to have been formed by the nicest model. He has compared himself to a spider and, by another, is described as protuberant behind and before. He is said to have been beautiful in his infancy, but he was of a constitution feeble and weak. As bodies of a tender frame are easily distorted, his deformity was probably in part the effect of his application. But his face was not displeasing, and his eyes were animated and vivid. 5

By natural deformity, or accidental distortion, his vital functions were so much disordered, that his life was a “long disease.”

He sometimes condescended to be jocular with servants or inferiors; but by no merriment, either of others or his own, was he ever seen excited to laughter. 10

Of his domestic character frugality was a part eminently remarkable. Having determined not to be dependent, he determined not to be in want, and, therefore, wisely and magnanimously rejected all temptations to expense unsuitable to his fortune.

The great topic of his ridicule is poverty; the crimes with which he reproaches his antagonists are their debts and their want of a dinner. He seems to be of an opinion not very uncommon in the world, that to want money is to want everything. 15

He professed to have learned his poetry from Dryden, whom he praised through his whole life with unvaried liberality; and perhaps his character may receive some illustration, if he be compared with his master. 20

Integrity of understanding and nicety of discernment were not allotted in a less proportion to Dryden than to Pope. But Dryden never desired to apply all the judgment that he had. He wrote merely for the people. When he pleased others, he contented himself. He never attempted to mend what he must have known to be faulty. He wrote with little consideration and, once it had passed the press, ejected it from his mind. 25

Pope was not content to satisfy; he desired to excel, and, therefore, always endeavored to do his best. Pope did not court the candor, but dared the judgment of his reader, and, expecting no indulgence from others, he showed none to himself. He examined lines and words with minute and punctilious observation, and he retouched every part with diligence, until he had nothing left to be forgiven. 30

Poetry was not the sole praise of either; for both excelled likewise in prose. The style of Dryden is capricious and varied; that of Pope is cautious and uniform. Dryden observes the motions of his own mind; Pope constrains his mind to his own rules of composition. Dryden’s page is a natural field, diversified by the exuberance of abundant vegetation. Pope’s is a velvet lawn, shaven by the scythe, and leveled by the roller. 35

If the flights of Dryden are higher, Pope continues longer on the wing. If of Dryden’s fire the blaze is brighter, of Pope’s the heat is more regular and constant. Dryden is read with frequent astonishment, and Pope with perpetual delight. 40

1. The passage is primarily a(n)
  - A. character sketch of Pope
  - B. discussion of poetic style
  - C. criticism of Dryden
  - D. model for future poets
  - E. opportunity for the writer to show of his own skills
2. The passage discusses a contrast among all of the following except:
  - A. prose and poetry
  - B. Pope and Dryden
  - C. body and mind
  - D. poverty and wealth
  - E. body and soul
3. "If the flights" (38) means
  - A. Pope's writing will outlast Dryden's
  - B. both Pope and Dryden are equal
  - C. Pope is not idealistic
  - D. Pope is more wordy
  - E. Pope is not as bright as Dryden
4. The character of Pope is developed by all of the following except:
  - A. examples
  - B. comparison
  - C. contrast
  - D. satire
  - E. description
5. According to the passage, Pope and Dryden are
  - A. rivals
  - B. equally intelligent
  - C. outdated
  - D. equally physically attractive
  - E. in debt
6. From the passage, the reader may infer that Pope
  - A. was extravagant
  - B. was a man of the people
  - C. was jealous of Dryden
  - D. had a desire to be popular
  - E. had a bitter, satirical nature
7. The tone of the passage is
  - A. informal and affectionate
  - B. formal and objective
  - C. condescending and paternalistic
  - D. laudatory and reverent
  - E. critical and negative
8. Lines 21–26 indicate that Dryden was what type of writer?
  - A. one who labored over his thoughts
  - B. one who wrote only for himself
  - C. one who wrote only for the critics
  - D. one who wrote to please Pope
  - E. one who did not revise
9. Using the context of lines 30–31, "punctilious" means
  - A. precise
  - B. timely
  - C. cursory
  - D. scholarly
  - E. philosophical
10. In the context of the passage, "Till he had nothing left to be forgiven" (31) means
  - A. Pope outraged his readers
  - B. Pope suffered from writer's block
  - C. Pope exhausted his subject matter
  - D. Pope's prose was revised to perfection
  - E. Pope cared about the opinions of his readers
11. "Shaven" and "leveled" in line 36 indicate that Pope's style of writing was
  - A. natural
  - B. richly ornamented
  - C. highly controlled
  - D. mechanical
  - E. analytical
12. Based on a close reading of the final paragraph of the passage, the reader could infer that the author
  - A. looks on both writers equally

- B. prefers the work of Pope  
 C. sees the two writers as inferior to his own writing style  
 D. indicates no preference  
 E. prefers the work of Dryden

Questions 13–23 are based on the following excerpt from Charlotte Perkins Gilman’s “Politics and Warfare,” which appears in *The Man-Made World: Our Androcentric Culture* (1911)

There are many today who hold that politics need not be at all connected with warfare; and others who hold that politics is warfare from start to finish. 1

The inextricable confusion of politics and warfare is part of the stumbling block in the minds of men. As they see it, a nation is primarily a fighting organization; and its principal business is offensive and defensive warfare; therefore the ultimatum with which they oppose the demand for political equality—“women cannot fight, therefore they cannot vote.” 2

Fighting, when all is said, is to them the real business of life; not to be able to fight is to be quite out of the running; and ability to solve our growing mass of public problems; questions of health, of education, of morals, of economics; weighs naught against the ability to kill. 3

This naïve assumption of supreme value in a process never of the first importance; and increasingly injurious as society progresses, would be laughable if it were not for its evil effects. It acts and reacts upon us to our hurt. Positively, we see the ill effects already touched on; the evils not only of active war, but of the spirit and methods of war; idealized, inculcated, and practiced in other social processes. It tends to make each man-managed nation an actual or potential fighting organization, and to give us, instead of civilized peace, that “balance of power” which is like the counted time in the prize ring—only a rest between combats. 4

It leaves the weaker nations to be “conquered” and “annexed” just as they used to be; with “preferential tariffs” instead of tribute. It forces upon each the burden of armament; upon many the dreaded conscription; and continually lowers the world’s resources in money and in life. 5

Similarly in politics, it adds to the legitimate expenses of governing the illegitimate expenses of fighting; and must needs have a “spoils system” by which to pay its mercenaries. 6

In carrying out the public policies the wheels of state are continually clogged by the “opposition”; always an opposition on one side or the other; and this slow wiggling uneven progress, through shorn victories and haggling concessions, is held to be the proper and only political method. 7

“Women do not understand politics,” we are told; “Women do not care for politics”; “Women are unfitted for politics.” 8

It is frankly inconceivable, from the androcentric viewpoint, that nations can live in peace together, and be friendly and serviceable as persons are. It is inconceivable also, that, in the management of a nation, honesty, efficiency, wisdom, experience and love could work out good results without any element of combat. 9

The “ultimate resort” is still to arms. “The will of the majority” is only respected on account of the guns of the majority. We have but a partial civilization, heavily modified to sex—the male sex. 10



13. The author's main purpose in the passage is to
- argue for women being drafted
  - criticize colonialism
  - present a pacifist philosophy
  - criticize the male-dominated society
  - protest tariffs
14. In paragraph 2, the author maintains that men support their position on equality for women based upon which of the following approaches?
- begging the question
  - a syllogism using a faulty premise
  - an appeal to emotion
  - circular reasoning
  - an *ad hoc* argument
15. Using textual clues, one can conclude that "androcentric" most probably means
- robot-centered
  - world-centered
  - female-centered
  - self-centered
  - male-centered
16. In addition to indicating a direct quotation, the author uses quotation marks to indicate
- the jargon of politics and warfare
  - the coining of a phrase
  - a definition
  - the author's scholarship
  - that the author does not take responsibility for her words
17. In paragraph 4, "increasingly injurious as society progresses" is reinforced by all of the following except:
- "ill effects already touched on" [paragraph 4]
  - "active war" [paragraph 4]
  - "weaker nations to be 'conquered' and 'annexed'" [paragraph 5]
  - "illegitimate expenses of fighting" [paragraph 6]
  - "Women do not understand politics" [paragraph 8]
18. According to the author, men view the primary purpose of government to be
- educating the people
  - solving the "mass of public problems"
  - obtaining as much power as possible
  - economics
  - health
19. The argument shifts from a discussion of warfare to a discussion of politics in the first lines of which of the following paragraphs?
- paragraph 4
  - paragraph 5
  - paragraph 6
  - paragraph 7
  - paragraph 9
20. The tone of the passage is best described as
- ambivalent
  - reverent
  - condescending
  - accusatory
  - indifferent
21. The style of the passage can best be described as
- poetic and emotional
  - editorial and analytical
  - mocking and self-serving
  - preaching and moralistic
  - authoritative and pretentious
22. To present her argument, Gilman primarily uses which of the following rhetorical strategies (techniques/modes of discourse)?
- process
  - definition
  - cause and effect
  - narration
  - description

23. “It,” as used in paragraphs 4, 5, and 6 only refers to
- A. “Fighting is to them the real business of life” [paragraph 3]
  - B. “evil effects” [paragraph 4]
  - C. “man-managed nation” [paragraph 4]
  - D. “preferential tariffs” [paragraph 5]
  - E. “spoils system” [paragraph 6]

Questions 24–33 are based on the speech “On the Death of Martin Luther King, Jr.” by Robert F. Kennedy.

I have bad news for you, for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and killed tonight. 1

Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort. 2

In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in, for those of you who are black—considering the evidence there evidently is that there were white people who were responsible—you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country, in great polarization—black people amongst black, white people amongst white, filled with hatred toward one another. 3

Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love. 4

For those of you who are black and are tempted to be filled with hatred and distrust at the injustice of such an act, against all white people, I can only say that I feel in my own heart the same kind of feeling. I had a member of my family killed, [and] he was killed by a white man. But we have to make an effort in the United States, we have to make an effort to understand, to go beyond these rather difficult times. 5

My favorite poet was Aeschylus. He wrote: “In our sleep, pain which cannot forget falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom through the awful grace of God.” 6

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness but love and wisdom, and compassion toward one another and a feeling of justice toward those who still suffer within our country, whether they be white or black. 7

So I shall ask you tonight to return home, to say a prayer for the family of Martin Luther King, that’s true, but more importantly to say a prayer for our own country, which all of us love—a prayer for understanding and that compassion of which I spoke. 8

We can do well in this country. We will have difficult times. We’ve had difficult times in the past. We will have difficult times in the future. It is not the end of violence; it not the end of lawlessness; it is not the end of disorder. 9

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings who abide in our land. 10

Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and to make gentle the life of this world. 11

Let us dedicate ourselves to that, and say a prayer for our country and for our people. 12

24. The primary purpose of RFK's speech is most probably to
- inform the people of the event
  - praise the accomplishments of Martin Luther King, Jr.
  - offer condolences to King's family
  - call for calm and unity between blacks and whites
  - offer condolences to the black community at large
25. Which of the following paragraphs does not contain examples of parallel structure?
- paragraph 3 beginning with "In this difficult . . ."
  - paragraph 6 beginning with "My favorite poet . . ."
  - paragraph 7 beginning with "What we need . . ."
  - paragraph 9 beginning with "We can do well . . ."
  - paragraph 10 beginning with "But the vast majority . . ."
26. Paragraph 5 contains an example of
- understatement
  - figurative language
  - sarcasm
  - logical fallacy
  - analogous example
27. The tone of the speech can best be described as
- elevated and conciliatory
  - angry and inflammatory
  - formal and detached
  - informal and emotional
  - accusatory and bitter
28. To keep his speech from leading to violence, RFK makes use of which of the following?
- constantly repeating King's name and his desire for unity between races
  - an ethical appeal based on the power of religion
  - emphasizing a common bond to show the connection between himself and his audience
- I
  - II
  - III
  - I and III
  - I, II, and III
29. All of the following paragraphs give support to the inference that RFK expected violence to follow the assassination except:
- paragraph 3 beginning with "In the beginning . . ."
  - paragraph 4 beginning with "Or we can . . ."
  - paragraph 6 beginning with "My favorite . . ."
  - paragraph 7 beginning with "What we need . . ."
  - paragraph 9 beginning with "We can do well . . ."
30. RFK most probably chose to refer to the Greeks in paragraph 11 for all of the following reasons except:
- to impress the audience with his scholarship
  - to concisely restate the theme of the speech
  - to provide a healing thought for the people to remember
  - to elevate the level of discourse
  - to reinforce the ideals of democracy with which the Greeks are associated
31. Paragraphs 7 and 8 are constructed around which of the following rhetorical strategies?
- analysis
  - definition
  - narration
  - process



- E. cause and effect
32. The quotation given in paragraph 6 can best be restated as
- A. the process of healing is inevitable
  - B. time heals all wounds
  - C. sleep numbs those in pain
  - D. God is the source of humankind's grief
  - E. sleep is the only escape from pain
33. All of the following are effects of the repetition in paragraphs 11 and 12, except that it
- A. links the speaker with the audience
  - B. refers to paragraph 2 and King's dedication
  - C. emphasizes dedication so that the audience will remember it
  - D. reinforces the tribute to Martin Luther King, Jr.
  - E. elevates the occasion to one which is worthy of honor

Questions 34–44 are based on the following letter.

Albert Einstein  
Old Grove Road  
Nassau Point  
Peconic, New York  
August 2, 1939

F. D. Roosevelt,  
President of the United States,  
White House  
Washington, D.C.

Sir:

Some recent work by E. Fermi and L. Szilard, which has been communicated 1  
to me in manuscript, leads me to expect that the element uranium may be turned  
into a new and important source of energy in the immediate future. Certain  
aspects of the situation which has [*sic*] arisen seem to call for watchfulness  
and, if necessary, quick action on the part of the Administration. I believe  
therefore that it is my duty to bring to your attention the following facts and  
recommendations:

In the course of the last four months it has been made probable—through the 2  
work of Joliot in France as well as Fermi and Szilard in America—that it may  
become possible to set up a new nuclear chain reaction in a large mass of uranium,  
by which vast amounts of power and large quantities of new radium-like elements  
would be generated. Now it appears almost certain that this could be achieved in  
the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is 3  
conceivable—though much less certain—that extremely powerful bombs of a new  
type may thus be constructed. A single bomb of this type, carried by boat and  
exploded in a port, might very well destroy the whole port together with some of  
the surrounding territory. However, such bombs might very well prove to be too  
heavy for transportation by air.

The United States has only very poor ores of uranium in moderate quantities. 4  
There is some good ore in Canada and the former Czechoslovakia, while the most  
important source of uranium is Belgian Congo.

In view of this situation you may think it desirable to have some permanent 5  
contact maintained between the Administration and the group of physicists