

Answer Key

Section I: Multiple-Choice Questions

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|-------|-------|-------|-------|-------|
| 1. C | 12. D | 23. D | 34. D | 45. C |
| 2. D | 13. B | 24. B | 35. C | 46. A |
| 3. A | 14. E | 25. C | 36. B | 47. B |
| 4. A | 15. A | 26. A | 37. B | 48. E |
| 5. B | 16. B | 27. E | 38. E | 49. D |
| 6. B | 17. C | 28. D | 39. C | 50. C |
| 7. A | 18. D | 29. B | 40. D | 51. E |
| 8. C | 19. A | 30. A | 41. E | 52. A |
| 9. C | 20. E | 31. D | 42. A | 53. B |
| 10. D | 21. E | 32. A | 43. B | 54. C |
| 11. E | 22. C | 33. E | 44. D | 55. A |

Section II: Free-Response Questions

Essay scoring guides, student essays, and analyses appear beginning on p. 112.

Answer Explanations

Section I: Multiple-Choice Questions

The passage referred to in questions 1–11 is from *The Writing Life* (1989) by Annie Dillard.

1. C. The first sentence of the third paragraph makes clear the relevance of the second paragraph. As the butterfly automatically responds to size, so humans respond to the larger-than-life stimuli of films. The last sentence of the third paragraph makes the comparison explicit with its simile, comparing audiences being manipulated by film images to the male butterfly being drawn to the painted cardboard. The third paragraph does not qualify the second paragraph (A). The second paragraph doesn't ask why butterflies behave as they do (B), nor does the third paragraph answer this question. Choice D is questionable. First it claims that the second paragraph presents an idea as factual, but the paragraph refers to what one experiment shows, not what is proven as fact. Additionally, it claims the third paragraph presents only a possibility, when the paragraph strongly states how movies lure in viewers with their large size. Choice E is unreasonable; the relationship between the ideas in the two paragraphs is stated at the end of the third paragraph.
2. D. The nine-foot handsome face with its three-foot-wide smile refers to an image on the movie screen to which we cannot help responding. Since the point of the paragraph is the irresistible appeal of size, the reference is to the larger-than-life film image. Choice C incorrectly uses the word "distraction." The passage deals with the way large visual images draw viewers in; they do not distract. The remaining incorrect answer choices are simply unreasonable.
3. A. The sentence contains an example of personification. The metaphor compares books to people who can be "uneasy," "eager," and wear "disguises." The metaphor is neither understated (B) nor ironic (C). It is a personified metaphor, not a simile (D) nor a syllogism (E).
4. A. The question uses the phrase "according to the passage," and although the writer uses colloquial language ("smell a rat"), she doesn't call such language a characteristic of literature, making choice A the exception. The qualities the author uses to characterize literature (B, C, D, and E) are cited in the first paragraph ("the imagination's vision . . . the moral sense . . . the intellect") and the last ("the more purely verbal, crafted sentence by sentence, the more imaginative").

5. **B.** The phrase means something like “a greater waste of time.” The best of the five choices here is “poorer occupation.” Within the context of the excerpt, “sorry” means “sad” or “pathetic” (as in a sorry excuse), and “pursuit” means “occupation,” not “chase” (A). The word “sympathetic” (C) is inaccurate; it has multiple definitions such as “caring,” or “likable,” but none of its meanings fits the context of the last sentence in the passage. The word “expectation” (D) is incorrect; the author is not referring to a future achievement. Choice E is incorrect because of the word “indifferent,” which refers to a lukewarm or uninterested feeling.
6. **B.** The author uses the plural pronoun “our” to refer to all readers who prefer literature. In the Shakespeare allusion, the speaker is referring only to himself. Choice A can’t be right, since “our” is the first-person plural possessive pronoun. The phrase, like most of the passage, makes only modest claims for literature, based on the greater subtlety of the verbal appeal. The move from the first-person singular (“I”) of the fourth paragraph to the plural here seems intended to assert a solidarity with the people “who like literature.” Choice C is unlikely; it is hard to believe that the author is trying to avoid quoting Shakespeare or that she worries about appearing to compare her work to his. Choice D is untrue and irrelevant; the author never implies that readers are greater in number than moviegoers, and the very idea does not address the question. Choice E explains the phrase “a poor thing,” but the question asks about the plural “our.”
7. **A.** Throughout the passage, the author frankly admits the limitations of the written word and concedes advantages to film in certain areas. All three of these sentences admit that writing is not powerful, or not immediately so, or not as effective in some areas as other forms of expression. The first two phrases in the question don’t deal with film (B). Choices C, D, and E are all untrue. The passage is genuine (C) and doesn’t use overstatement (D) or irony (E).
8. **C.** The passage makes no claim of universal appeal for even the best books. Literature, it calmly argues, will appeal to those who like literature. The first paragraph supports the idea that life is more exciting than writing (A). The whole passage suggests that reading is a special taste that some people have acquired, but it makes no case for forcing literature upon those who prefer film or television (B). In fact, the last sentence contends that the attempt to win over nonreaders is foolish (E). The third paragraph calls film “irresistible”(D).
9. **C.** The focus of the passage is on the nature of writing and film and their differences. Although the author may agree with the ideas of choices A and D, neither is the central concern of this passage. The passage ignores the difficulties of being a writer (B). The only mention of the novel is of the book written to be made into a film (E).
10. **D.** The first and last paragraphs are primarily about writing. The second paragraph, about the butterfly, is an analogy for the appeal of the big—the film as opposed to literature—and the third and fourth paragraphs are about films and novels written to become films. Choice A misrepresents the entire passage. Choice B is wrong because it erroneously claims the second paragraph is about writing. Choice C has more than one error: the first paragraph is about writing, not literature, and the last three paragraphs do not present the superiority of film over writing. Choice E misrepresents the first, second, and final paragraphs.
11. **E.** The passage doesn’t demonstrate any inverted syntax; the grammatical elements in the sentences—the subject, verb, and direct object—all appear in their normal order. There is a personal anecdote (A) in the description of the author’s reading novels written for film (paragraph 4), an extended analogy (B) in paragraphs 2 (the butterfly) and 3 (the film), short sentences (C) throughout the passage, and colloquialism (D) in a phrase such as, “I smelled a rat.”

The passage referred to in questions 12–23 is from *The American Crisis* (1776) by Thomas Paine.

12. **D.** The “summer soldier” and the “sunshine patriot” serve their country only when conditions are favorable to themselves, a behavior akin to that of the proverbial “fair-weather friend.” These conditionally patriotic citizens, who want to get involved only on their own terms, are the target of the author’s criticism in this sentence. Choices A and E are unreasonable; neither army reserves (A) nor special forces (E) existed at this time. Choice B also makes no sense; while the word “infidel” is used in the second paragraph, it has nothing to do with the quotation given. Choice C is contradictory to the meaning of the quotation given; if the professional British soldiers were instead “summer soldiers,” the Revolution would be easier to accomplish.
13. **B.** The essay is filled with aphorisms—brief, witty sayings—and emotional appeals. Examples of aphorisms here are “the harder the conflict, the more glorious the triumph” (lines 7–8) and “What we obtain too cheap, we esteem too lightly” (lines 8–9). The author appeals to emotions in his claim that a man’s children will curse his cowardice if he fails to act now. Choice A is inaccurate because, although it can be argued that parts of the

essay are allegorical, it does not use didactic rhetoric. The author's purpose is clearly to persuade, not to teach, and the rhetoric is too highly charged with emotion to be described as didactic. Choice C is only partially correct. An argument can be made that the essay uses symbolism; for example, the man who runs the tavern at Amboy may be a symbol for all that the author considers to be wrong with American citizens. But this lone example does not constitute "heavy use." Although God is mentioned in three of the four paragraphs, those references are not technically biblical allusion. The author does not use paradox and invective (highly critical language) as in choice D, or historical background and illustration (E).

- 14. E.** The author groups the king (D) of Britain with murderers (A), highwaymen (B), and housebreakers (C) (lines 32–35) but not with cowards (E). The line "the blood of his children will curse his cowardice" (lines 63–64) refers to Americans who fail to support the revolution, not to the king.
- 15. A.** God, as characterized here, is a just and principled deity who will not let a people perish through military destruction because they have "so earnestly and so repeatedly sought to avoid the calamities of war" (lines 25–27). Nor, the author suggests, will this God abandon humans, giving them up "to the care of devils" (line 31). None of the references to God are negative, so choice B, "vexed" (angry), choice C, "indifferent," and choice E, "pernicious" (extremely destructive) are inappropriate answers. Choice D ("contemplative") implies merely that God meditates, but the author suggests a more active God.
- 16. B.** In lines 10–13, the author claims, "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." Choice A is inaccurate because the author never addresses the relationship between freedom and cowardice. Choice C contradicts the passage; the author states strongly that freedom does not come easily. Choice D also contradicts the passage; the author hopes that one day Americans will know true freedom. Choice E is not addressed in the passage.
- 17. C.** The image of the tavern owner holding the hand of his child is likely designed to increase the emotional appeal of this essay, appealing to every man's desire to protect his family, even if he has to fight to save it. As the author says, it is "sufficient to awaken every man to duty." Choice A is too simplistic. True, the mention of the child shows that this man has a family, but introducing that fact is not the purpose of the reference. Choice B is incorrect because it isn't the image of the child that provokes the author's anger, but the image of the child's complacent father. The author may feel that the tavern owner is "evil," but the child's image doesn't symbolically increase the evil (D). Choice E contradicts the passage. The author appeals to the traditional values of family and freedom.
- 18. D.** Since aphorisms are short, proverbial sayings of general truth, choice D doesn't fit the definition but rather may be more accurately considered a cliché.
- 19. A.** The author states that America's "situation is remote from all the wrangling world, and she has nothing to do but to trade with them" (lines 52–54). The author does picture America as the "conqueror" but only with regard to winning its freedom from Britain, which makes choice B too strong a statement to be correct. The author never implies that America should be greater than Britain (C) or sanctified by God (D). Choice E contradicts the passage; if a country conducts trade, its stance is not one of "complete isolationism."
- 20. E.** The author hopes to encourage his readers to take action, and he writes persuasively to achieve that aim. In order to achieve that overall goal, the author employs many modes, but his overriding rhetorical mode is persuasion. Remember that the question asks for the "best" classification of the passage's mode, and the incorrect responses do not identify the author's main purpose.
- 21. E.** There is a strong emotional appeal as the author warns American men that their children will think them cowards and, as he claims, that the heart of a reader who does not feel as he does is "dead." Choice A, that children should also join the revolution, has no support in the essay. Choice B isn't his purpose, the outcome he desires. He wants men to join the revolution, to take action, not simply to be afraid. Choice C is inaccurate because the sentence quoted in this question is not directed to the king, but to American citizens. There is no mention of the superiority of either American or British forces and no mention of the advisability of retreat (D).
- 22. C.** The author demonstrates no ambivalence in this paragraph. He takes a strong stand without vacillation. The paragraph does include the other devices listed. For example, aphorism ("Tis the business of little minds to shrink," lines 68–69), simile ("My own line of reasoning is . . . as straight and clear as a ray of light," lines 71–73), parallel construction ("What signifies it to me . . . an army of them?", lines 80–83), and analogy (the comparison of the king to common thieves, lines 81–87).

23. D. Clearly, this author hopes his readers will feel that it is their patriotic duty toward America to join in supporting the revolution. While the author might value “peace and rational thinking” (A), he also clearly suggests that revolution now is necessary to produce later peace. The negative “overemotional” and “unwarranted” in choices B and C should alert you to the fact that these are not likely answers. The passage contradicts choice E. The author suggests that “Tyranny, like hell, is not easily conquered”—that is, freedom will not come immediately. In addition, the essay’s primary purpose is to persuade Americans to join in the struggle to win their liberty, not simply to demand that the British government grant it to them.

The passage referred to in questions 24–36 is from *The Complete Letters of Charles Lamb* (1820).

24. B. The final sentence of the first paragraph verifies that Lamb “contrived to bring together whatever can be said in praise of them, dropping all the other side of the argument. . . .” This paragraph offers no evidence of Coleridge’s opinion of Lamb’s recollections (A, C, and E), or any hint of what Coleridge would have written differently (D).
25. C. The passage states that the “present worthy sub-treasurer to the Inner Temple can explain how that happened” and that Lamb had “particular advantages,” which all appear to be related to money. Thus, one can infer that Lamb’s family finances had likely influenced a member of the Inner Temple to obtain Lamb’s special privileges. The passage offers no evidence that Lamb’s aunt was the one who secured the favors (A). Choice B suggests that Lamb was a favorite of the schoolmaster, but no schoolmaster is ever mentioned. The idea that Lamb crept off the school grounds against the rules (D) contradicts the passage, which states that Lamb “had the privilege of going to see [his friends], almost as often as he wished.” Choice E is incorrect for two reasons: No evidence is offered that his friends were the ones who gave any special treatment, and the passage does not explicitly clarify that the sub-treasurer was the one who was bribed.
26. A. The speaker extensively describes Lamb’s daily food to provide a sharp contrast to the other boys’ meals, thereby emphasizing their class differences. Choice B does not make sense; the speaker’s description of Lamb’s food does not enhance fond memories in the other boys; indeed, they were “invidious” (envious) of “that which was denied to us.” Choice C is incorrect because the description of the food does not explain why his aunt brought it in the first place, and the word “had” is inaccurate; she brought the food out of love, not necessity. The idea that Lamb felt superior to the other boys (D) contradicts the speaker’s claim that Lamb felt sympathy for the other boys. Choice E is incorrect because the passage reinforces common myths about British boarding schools instead of dispelling them.
27. E. The passage contains no references to any historical events, but all other answer choices can be found. Alliteration (A) appears in phrases like “rotten-roasted or rare.” Examples of complex sentences (B) are present throughout the second paragraph, as are the negative descriptions of the boys’ food (C). Finally, the speaker includes numerous parenthetical remarks that are extraneous and incidental (D), such as “(to make it go down more glibly),” “(the only dish which excited our appetites, and disappointed our stomachs, in almost equal proportion),” and “(exotics unknown to our palates).”
28. D. The decision to italicize the phrase *quite fresh* emphasizes that the phrase is a tongue-in-cheek, inaccurate description of the beef. In addition, comparing the beef to horseflesh (*caro equina*) in the same sentence reinforces the sarcastic tone and ironic negativity. Choice A contradicts the passage; the description of the food preparation for the boys is consistently negative and implies scant preparation. Phrases claiming the Monday meal was “blue and tasteless,” while the “pease soup of Saturday, coarse and choking,” and “Wednesday’s mess of millet, somewhat less than repugnant,” all reinforce the lack of careful preparation that would make their meals palatable. Choice B ignores that the speaker is being ironic and sarcastic, misreading the italicized phrase “*quite fresh*” as portraying the speaker’s genuine feelings. Choice C is unreasonable; the italicized phrase hardly balances the positive and negative aspects of the boys’ meals. The negative far outweighs the positive. Choice E is irrelevant; Lamb’s aunt chooses to bring her nephew home-cooked food, but that fact does not address the question about the italicized phrase.
29. B. This answer choice is the only one that conveys the speaker’s negative reaction to the marigolds, emphasizing how feeble this use of flowers is with wording like “detestable” and “floating in the pail to poison the broth.” The passage provides no evidence that the marigolds, an image of nature, offer comfort (A) or cover for the ugliness of the world (E). Choice C misreads the passage when it claims the marigolds are a table complement; they are not sitting on the table in a flower vase, but floating in the broth. Choice D is unreasonable; according to the passage, the cook showed no creativity in the meals by placing the “detestable marigolds” in the broth.

- 30. A.** The descriptive phrases that accompany each meal's presentation overstate how the food so horrified the boys' palates. Phrases such as "blue and tasteless" and "floating in the pail to poison the broth" are surely exaggerated, making the overall experience more intense. Choice B overstates the case; only the boys' meals are described, not all that encompasses "daily life." Choice C contradicts the passage; the boys were indeed fed very poorly. Lamb's superior social standing (D) is irrelevant to the question, which asks about the rhetorical purpose of the food descriptions. Choice E is too much of a stretch; describing the boys' food does not hint at inequalities in the school system itself.
- 31. D.** The "contending passion" is the ambivalence that Lamb felt over his aunt's actions. This is clarified in the last sentence of the passage, with the use of sharply contrasting words such as "love" and "shame." Choice A is too strong; Lamb does not have unbounded enthusiasm; indeed, he is conflicted about the gifts he receives. Choice B contradicts the passage, which clearly states that Lamb felt "sympathy for those who were too many to share in it." He did not have enough food to share with so many hungry students. Choice C, like choice A, is too strong and absolute; Lamb does not demonstrate indisputable affection for his aunt, but is torn in his emotions. Nothing in the passage supports whether or not Lamb knew the other students were aware of his conflicted feelings (E).
- 32. A.** The passage describes Lamb's aunt as one "in whom love forbade pride," thus her familial love overcame any potential indignity she may have felt. Choice B is inaccurate because the phrase "school was too stingy" is too strong; the passage does not support that this is the reason why his aunt brought food. Choices C, D, and E also have no evidence in the passage.
- 33. E.** Lamb does not feel antipathy, an extreme hatred, toward his aunt. Do not be deceived by Lamb's use of the word "despised" in footnote #6; he clearly shows that he did not feel hostility toward his aunt's actions, but he was immature in his shame at seeing her bring him food. All the other choices, such as choice A, ignominy, which is a synonym for embarrassment, describe emotions that Lamb does feel. He does feel affection for her (B) as evidenced in the phrase "love for the bringer." His compassion for her (C) and his discomfort (D) can be seen in the phrase that he had "shame for the thing brought, and the manner of its bringing."
- 34. D.** Footnote #6 clarifies that, in retrospect, Lamb views his aunt's actions far differently from the way he did at the time; with hindsight, he understands that he was acting in a "school-boy like" manner, and he now better comprehends his mixed feelings about gaining extra food while watching his aunt lose her dignity. Choices B and E have no evidence in the passage; choices A and C are contradicted in the passage.
- 35. C.** Footnote #2 states that "Lamb paid a fine tribute of praise," Coleridge "has drawn a companion picture of the better side," and Hunt "also described . . . the life and ideals of the school." Choices A, B, D, and E have no evidence in the footnote.
- 36. B.** The phrase "contrived to bring together whatever can be said in praise" is clearly contradicted in the passage, as the speaker repeatedly describes the horribly unappetizing and inedible food. Since choice B deals with praise, it opposes the rhetorical purpose of the passage as a whole.

The passage referred to in questions 37–46 is from "Of Studies" (1625) by Francis Bacon.

- 37. B.** Most of these comments explain the benefits of studies (for pleasure, discussion, business, and so forth). Thus, the audience that would most benefit from this essay's message is likely to be those who think they don't need studies. Choices A, D, and E name audiences who are probably already aware of the benefits of studies. Poor readers (C) don't necessarily need to be convinced of the benefits of studies, but rather may need to improve their reading skills.
- 38. E.** The author explains how students may focus on their studies incorrectly. One may spend too much time in studies and thus be guilty of sloth, or one may use them only to impress others (displaying affectation). Also, one may make judgments based solely upon studies, failing to consider real-life experience. These potential misuses of studies, the author claims, are "the humor of a scholar." He describes what scholars should not do with their studies. The phrase does not have a positive connotation, which eliminates choices A, B, and D. Choice C makes no sense, as the phrase does not refer to an excuse for improper studies.
- 39. C.** The author claims, in lines 13–14, that studies "are perfected by experience" and, in line 17, that they are "bounded in by experience." Choices A, B, D, and E are not stated in the passage.
- 40. D.** The sentence in this question reads, "Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider." Parallel construction is evident—"to

contradict and confute,” “to believe and take,” “to find talk and discourse,” “to weigh and consider.” The ideas are not understated (A) or hyperbolic (C) but quite straightforward and clear. The sentence is not metaphorical (B); the words and concepts are literal. Finally, the sentence has no analogy (E).

1. E. The author, in this sentence, discusses how people need to “prune” their natural abilities by study. At the same time, however, studies need to be “bounded in by experience.” The message is one of moderation and inclusion—neither studies nor experiences should be relied on exclusively or predominantly. The passage never mentions professors (A), and the meaning of this incorrect response also contradicts the passage. Choices B, C, and D have no evidence in the passage; all three equate to a misreading of the passage.
12. A. The wisdom “won by observation” (line 21) is analogous to that “perfected by experience” (lines 13–14). In both instances, the author recommends reading to gain knowledge but also incorporating life’s observations and experiences to obtain wisdom. The act of observing is not analogous to the way studies “give forth directions too much at large” (B). In line 18, the word “studies” refers to something that “crafty men condemn,” which is also not analogous (C). Choice D is not analogous because wisdom is the end result of combining observation and experience. Choice E is incorrect because the context of the word “believe” deals with what readers should *not* do, namely “read to believe and take for granted”; it is not analogous to combining observation and experience to gain wisdom.
43. B. “To spend too much time in studies is sloth” (lines 9–10) paradoxically suggests that too much work on studies can lead to laziness and lack of work. In other words, overemphasis on studies avoids work in the outside world. Choices A, D, and E are not paradoxes. Although choice C might have paradoxical elements, it is not mentioned in the essay.
44. D. In lines 21–24, the author claims that one should read “not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider.” A reader should think. Reading voluminously or only for pleasure, choices A and E, are not necessarily “errors.” Choices B and C are perhaps reading mistakes, but the nonthinking reader is presented as the greater problem.
45. C. This sentence discusses how readers might adapt their reading style to the subject matter and their purpose. By reading “not curiously,” the author means reading without great care or scrutiny, reading cursorily. Choices A, B, and E directly contradict the idea of reading without considerable scrutiny. The idea that readers do not need a strong background (D), is not mentioned in this portion of the passage.
46. A. The sentence in the question contains parallel construction, in which three ideas make up the sentence. Only choice A uses the same structure, presenting three similarly phrased ideas that make up the sentence.

The passage referred to in questions 47–55 is from *A Tramp Abroad* (1880) by Mark Twain.

47. B. The opening paragraph begins with an assertion that “animals talk to each other,” before it introduces Jim Baker and his observations about animals’ ability to communicate with one another. The paragraph then concludes with Baker’s personal thesis “that the blue jays were the best talkers . . . among the birds and beasts.” The paragraph provides no examples to prove a claim (A). Choice C is wrong for two reasons: first, it erroneously claims that the thesis is the author’s idea when it is actually Jim Baker’s; second, it only transitions from general to specific on the surface level, whereas choice B accurately identifies all of the ideas in the paragraph. Although the opening paragraph may state a hypothesis (D), it does not establish a metaphorical connection to humanity. Choice E is too narrow; this answer only describes a portion of the first paragraph’s organization.
48. E. The tongue-in-cheek remarks and the comical tone of the passage help to establish that the author might question Jim Baker’s accuracy about blue jays. The only corroboration the author has is that Jim Baker “told me so himself,” so he might presume that Baker’s assertions are not entirely accurate. At first glance, choice D may seem like the best response. Jim Baker does tell the author openly that he knows how to understand animals’ language, but this is actually a direct statement from the passage; therefore, it cannot be an assumption. None of the other answer choices correctly identify assumptions related to this fourth sentence.
49. D. The fifth sentence works to establish Jim Baker’s credentials as an observer of animal communication. It clarifies that he lived in a lonely corner of California, with only beasts and birds for neighbors, and that he studied them so much that he truly believed he could accurately understand their language. Choice A is too strong to define the purpose; this sentence does not necessarily indicate that Jim Baker prefers animals over humans. Choices B and C have no evidence in the sentence. Choice E is too strong of a statement; the fifth sentence does not suggest that Jim Baker is more qualified than anyone else to comment on animal behavior.

50. C. Congressmen are compared to blue jays in the third paragraph, but they are never compared to cats; the choice C is the correct exception. The ideas in all of the other answer choices are, indeed, found in this passage. Choice A, that blue jays are the most eloquent creatures, is imbedded throughout the entire passage. The idea that cats use grammatically correct language when they are calm (B) is implied in lines 39–41, which claim that when cats get excited “you’ll hear grammar that will give you the lockjaw.” The ideas in both choices D and E are found in the first paragraph.
51. E. Jim Baker’s language is colorfully colloquial and it rambles informally, making choice E the best answer. Each of the incorrect answer choices has an inappropriate word that does not accurately describe Baker’s language: “allegorical” in choice A, “invectives” in choice B, “didactic” in choice C, and “paradoxical” in choice D are all imprecise. Note that all of these terms are defined in Appendix A.
52. A. The last sentence of the passage includes many examples of parallel construction. For example, it repeats the phrase “a jay can . . .” a total of four times. On the other hand, this sentence contains no predicate nominatives (eliminating choice B) because the sentence has no linking verbs. This sentence does not contain a metaphorical conceit (C), nor does it contain understatements (D), and it includes only a single subordinate clause, not multiple ones (E).
53. B. It is ironic that, while Jim Baker gives high praise to blue jays’ grammar, he displays flawed grammar himself. For example, among other errors, he consistently uses double negatives (“don’t belong to no church” and “can’t cram into no blue jay’s head”). Other answer choices are either not evidenced in the passage (D and E) or they are not ironic (A and C).
54. C. One can infer that the author intends for this comic passage to establish comparisons between blue jays and humanity. He directly states that blue jays are like congressmen, but he also implies that there are connections between animal behavior and the whole of humanity. Choice A is too strong to be a viable inference; the author does not go so far as to show that humanity should learn from the animals. Choice B is incorrect because the passage does not demonstrate that loners understand animals better than they do people, and this idea is surely not the author’s rhetorical purpose. Choice D is inaccurate because the passage does not establish *how* animals communicate with each other; it merely states that they do. Choice E may be tempting on first glance, but it can be eliminated for two reasons: The author directly states that congressmen are unprincipled, and a direct statement cannot be an inference; plus, this answer is too limited, too narrow, to encompass the rhetorical purpose of the entire passage.
55. A. The phrase, stating that a blue jay knows when he is being foolish “maybe better” than people do, implies that people are not always self-aware when they are being foolish. Thus, choice A is the most plausible of these answer choices. Choices B and C are simply not reasonable inferences that can be drawn from this phrase. Choice D is incorrect because of the word “honest”; the passage does not imply that blue jays are particularly honest, only that they show awareness. Choice E, similarly, is wrong because of the word “always”; the passage does not imply that a blue jay is always aware of his foolishness, only that he “maybe” knows it “better” than people.

Section II: Free-Response Questions

Question 1

Scoring Guide

Score	Description	Criteria
9	Successful	Essays that earn a score of 9 meet the criteria for essays that receive a score of 8. In addition, they are especially sophisticated in the use of language, explanation, and argument.
8	Successful	These essays respond to the prompt successfully, incorporating ideas from at least three sources from the prompt. They take an effective position that defends, challenges, or qualifies the claim that the media has had a positive influence on the effects of natural disasters. They effectively argue the position and support the argument with appropriate evidence. The control of language is extensive and the writing errors are minimal.