

ARCO Scholarship Exam Series

AP/CLEP

**Advanced Placement
and College Level
Examinations in**

ENGLISH-

**Analysis and
Interpretation of
Literature**

ARCO Scholarship Exam Series

AP/CLEP **Advanced Placement** **and College Level** **Examinations in** **ENGLISH-** **Analysis and** **Interpretation of** **Literature**

James W. Morrison

with the assistance of

Julia Reiss, Dorothy S. Ryan, and Stanley Gorskey, Jr.

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PREFACE

Each year more than 25,000 students take the Advancement Placement Examination in English, and thousands more take the CLEP Subject Examination in the Analysis and Interpretation of Literature. These College Entrance Examination Board tests require a rigorous study of literature. This book presents units on poetry, drama, prose (short story and novel), practice examinations of multiple-choice with explained answers and free-response essays. There are several actual student examination essays, as well as other essays on poetry, novels and plays to illustrate good literary criticism.

To get the greatest help from this book, please understand that it has been carefully organized. You must, therefore, plan to use it accordingly. Study this concise, readable book earnestly and your way will be clear. You will progress directly to your goal. You will not be led off into blind alleys and useless fields of study.

This book will tell you exactly what to study by presenting in full every type of CLEP or AP question you will get on the actual test. You'll do better merely by familiarizing yourself with them.

This book will help you find your weaknesses and find them fast. Once you know where you're weak you can get right to work (before the test) and concentrate your efforts on those soft spots. This is the kind of selective study which yields maximum test results for every hour spent.

This is most important for you in the light of recent findings in the theory of learning. Gestalt (meaning configuration or pattern) psychology stresses that true learning results in a grasp of the entire situation. Gestaltists also tell us that we learn by "insight." One of the salient facets of this type of learning is that we succeed in "seeing through" a problem as a consequence of experiencing previous similar situations. This book contains hundreds and hundreds of "similar situations" . . . as you will discover when you take the actual examination.

Almost all our sample and practice questions are taken from similar, related AP and CLEP exams. Since relevant exams are not always available for inspection by the public, these sample test questions are quite important for you. The day you take your exam you'll see how closely this book follows the format of the real test.

This book will give you confidence now, while you are preparing for the test. It will build your self-confidence as you proceed. It will beat those dreaded before-test jitters that have hurt so many other test-takers. Your confidence will arise naturally, as a result of getting the "feel" of the exam.

"The learned become more learned." In going over the practice questions in this book, you will not--if you use this book properly--be satisfied merely with the answer to a particular question. You will want to find out why the other choices are incorrect. In this way, you will broaden your background to be adequately prepared for the exam to come. It is quite possible that a question on the exam may require your knowing the meaning of one of these other choices. Thorndike's principle of "identical elements" explains this important phase of learning--particularly as it applies to examination preparation. It explains how you help yourself when you jog your memory, bring back much you thought you had forgotten.

Remember, to score high on the CLEP or AP English Examination you must read the essays, novels, poems, and plays of acknowledged literary merit, and afterwards, you must be able to write your own well-organized essay about the reading or some related literary question.

This volume represents the works of many. The students of Trinity High School Advanced Placement English, over the years, have made an important contribution with their sample essays--a grade of 5 is a sign of excellence--the actual, free-response essays are appreciated. The poetry analysis of Dorothy S. Ryan is acknowledged and shows a love for the subject. The drama unit has been well organized by Stanley Gorski, Jr. As teacher of AP English courses he has tried to provide the correct orientation to the discipline at hand.

Julia Reiss, an English honors graduate, has given of herself and family in her essays on plays, novels, and short stories. This book came into final form with the assistance of Blanche E. Duval, Marshall Glance, and Janet Lord; the theatre drawings were completed by Cathryn F. Morrison.

J.W.M.

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Part I

Introductory Material

HOW TO USE THIS BOOK

Students are too often disastrously surprised when they find out their results from a CLEP Literature Test or an Advanced Placement Exam in English. To many it will unfortunately be something the likes of which they have never seen before, and the students more often than not defeat themselves before they get started. The idea of this book is to assert the aspiring AP student, the honors student, or just the interested student with as many typical questions and answers as time will allow thereby acclimating him/her to hopefully any possible situation. It is important that you take the practice examinations under the recommended, simulated conditions; know the time constraints of the multiple-choice and free-response essay sections.

To be "trite" for a second HOW TO PREPARE FOR THE CLEP-AP ENGLISH EXAMINATIONS attempts to make all this second nature for you. You should attempt plowing through as much of the material as possible realizing some will rub off, some won't, but over all an impression will be made. You will need to practice and study if you expect a score of three or higher on the AP test.

A point to keep in mind is that one of the most important things is to read. Once again, in order not to score the student, we will not say that it is a necessary prerequisite. But, if reading is not something that has interested you, the road will be "rocky" but not an impossible one. Literature is the result of someone having something to say, and this will in time give any interested person much to talk about - if he reads, then reads some more, and finally never stops reading. The guidelines are drawn for you. They will not make you successful unless you want to be. The final decision is yours. With this book you will:

- Gain familiarity with your examination;
- Improve your skill in analyzing and answering questions involving reasoning, judgment, comparison, and evaluation; and
- Improve your speed and skill in reading and understanding what you read--an important ability in learning, and an important component of most tests

This book will pinpoint your study by presenting the types of questions you will get on the actual exam. It will help you find your weaknesses and show you how to concentrate on those soft spots. Come exam-day you'll see how closely the book conforms. This book will build your self-confidence and eliminate those before-test jitters. By creating the "climate" of typical tests, this book will give you an accurate picture of what is involved and what you have to do to succeed.

You should read through sample questions and answers, multiple-choice and free-response essays. Check the answer key. Then, do the succeeding planned questions yourself trying to justify what you put down. Your teacher may have additional comments. You may

or may not agree, but you've at least said something and if you can substantiate it, how can you be all wrong.

Remember, your first need is to have something to say. This comes with reading and more reading. You can think all you want but if you don't have the information or material to funnel into your "thought machine", nothing can come out. This book will help you put it all together.

COLLEGE-LEVEL EXAMINATION PROGRAM

The College-Level Examination Program (CLEP) was conceived to enable nontraditional and traditional students to earn college credit by examination. Underlying the Program are the beliefs that the future calls for more education for all citizens; that flexibility, innovation, and independent study are essential in education; that what a person knows is more important than how he came to know it; and that academic credit by examination is one key to a more flexible educational system.

The College-Level Examination Program was established in 1965 as a new activity of the College Board. Developed with the broad purpose of establishing a national system of awarding college credit by examination, the Program has grown in many different directions. Some of the ways CLEP is being used are:

To enable adults and unaffiliated students to demonstrate their knowledge and validate their learning by receiving college credit on the basis of examinations.

To enable enrolled students to get credit by examination.

To assist transfer and continuing students in the transition to upper-division study.

To provide measures of college equivalency for use by business, industry, and other noncollegiate organizations.

To help meet licensing and certification requirements and to provide a means of qualifying for job advancement.

Candidate volume has grown dramatically since the CLEP began in 1971-72 with 80,134 to 252,671 in 1975-76.

The College-Level Examination Program offers you the opportunity to obtain college credit by examination. On-the-job experience, purposeful reading, adult school or correspondence courses, or television or taped courses may have prepared you to earn college credit. No matter where or how you have learned, you can take CLEP tests. If the results are acceptable to your college, you can receive credit.

Many American institutions encourage students to take CLEP tests for credit in subjects they have mastered. People of all ages interested in pursuing a college education have reduced costs in time and money by successfully completing CLEP tests.

Colleges and universities that award such credit are listed in CLEP Test Centers and other Participating Institutions. Each institution decides which CLEP tests it will accept for credit and the amount of credit it will award. If you intend to take tests

for credit, first consult the college you wish to attend to learn its policy on CLEP scores and its other admission requirements.

The services of the program are also available to people asked to take the tests by an employer, a professional licensing or certifying agency, or other groups that recognize college equivalency on the basis of satisfactory CLEP scores. And of course you may take the test solely for your own information.

Three states, Connecticut, New Jersey, and New York, offer external degree programs that enable individuals to earn degrees by passing examinations, including CLEP tests, and demonstrating in other ways that they have satisfied the educational requirements. No classroom attendance is required. Out-of-state as well as in-state residents are eligible.

Prospective candidates for these degree programs should write for full information, before taking the examinations, to the following addresses:

Board for State Academic Awards
340 Capitol Avenue
Hartford, Connecticut 06115

Thomas A. Edison College
Forrestal Center, Forrestal Road
Princeton, New Jersey 08540

Regents External Degrees
99 Washington Avenue
Albany, New York 12210

There are two types of examinations: the General Examinations designed to provide a comprehensive measure of undergraduate achievement in five basic areas of liberal arts (English composition, mathematics, natural sciences, humanities, social sciences-history) and the Subject Examinations designed to measure achievement in specified undergraduate courses (Afro-American history; American government; American history; American literature; analysis and interpretation of literature; anatomy, physiology, microbiology; behavioral sciences for nurses; biology; calculus with analytic geometry; clinical chemistry; college algebra; college algebra-trigonometry; college composition; college French - levels 1 and 2; college German - levels 1 and 2; college Spanish - levels 1 and 2; computers and data processing; dental materials (available May 1977); educational psychology; elementary computer programming-Fortran IV; English literature; freshman English; fundamentals of nursing; general chemistry; general psychology; head, neck, and oral anatomy; hematology; history of American education; human growth and development; immunohematology and blood banking; introduction to business management; introductory accounting; introductory business law; introductory macroeconomics; introductory microeconomics; introductory micro- and macroeconomics; introductory marketing; introductory sociology; medical-surgical nursing; microbiology; money and banking; oral radiography; statistics; tests and measurements; tooth morphology and functioning; trigonometry; Western civilization).

CLEP is a program of the College Entrance Examination Board, administered with the help of Educational Testing Service. The Program has been supported by grants from the Carnegie Corporation of New York and the National Institutes of Health. More than 1,700 colleges and universities have agreed to award credit to candidates submitting CLEP scores.

The examinations are given at test centers during the third week of each month. Candidates should register for them three weeks before the test date. More than 1,000 test centers are located on college and university campuses throughout the country. Information concerning the establishment of test centers is available to institutions through the College Board regional offices.

The fee at the test centers for one examination is \$20; for two, \$30; for three to five, \$40.

Publications about the College-Level Examination Program are available on request to individual candidates wishing to take the examinations and to institutions wishing to participate in the Program. CLEP May Be for You describes generally how the Program works and what each examination consists of. The CLEP registration packet has two parts: CLEP Registration Guide and CLEP Test Centers and Other Participating Institutions. CLEP General and Subject Examinations (\$1) gives detailed information about the examinations themselves; and What Your Scores Mean gives information to individuals who have taken the tests. CLEP Scores: Interpretation and Use (\$2.50), available to faculty and administrators only, is a detailed evaluation of General and Subject Examination scores. To order publications write to: College Board Publication Orders, Box 2815, Princeton, New Jersey 08540.

SUBJECT TESTS

COLLEGE-LEVEL EXAMINATION PROGRAM

The College-Level Examination Program (CLEP) provides an opportunity for both traditional and nontraditional students to obtain college credit by examination. Anyone may take the CLEP Subject tests to demonstrate college-level competency, no matter where or how this knowledge was acquired: through formal study and training, private reading, employment or on the job training, noncredit courses, TV/radio/cassette courses, or advanced work in regular high school courses. Nearly 2000 American colleges and universities honor CLEP test scores for credit. The CLEP Subject Examinations, now available in 47 subjects, measure achievement in specific college-level courses and can be used to grant exemption from and/or credit for these courses. The CLEP Examinations are not based on particular syllabus, but a collection of principles, concepts, relationships and applications of course material. The Subject Examinations contain questions of varying difficulty and an individual does not need to be able to answer, or even attempt, every question in order to demonstrate competence in the subject. Each Subject Examination is a 90-minute multiple-choice objective test. Most Subject Examinations include a separate 90-minute essay section, which some colleges and universities require as part of their validating process for awarding credit. These essays are sent, for faculty grading, to the institutions to which candidates submit their scores.

The 47 College-Level Subject Examinations now offered are comparable to the final, or end-of-course, examinations in particular undergraduate courses. A student who has completed one of these courses successfully in college can probably earn satisfactory scores on the corresponding CLEP Subject Examination. So can the person who has learned the subject in some other way, such as by independent study.

The Subject Examinations are given in the following subjects:

Business:

- Computers and Data Processing
- Elementary Computer Programming - FORTRAN IV
- Introduction to Business Management
- Introductory Accounting
- Introductory Business Law
- Introductory Marketing
- Money and Banking

Dental Auxiliary Education:

- Dental Materials
- Head, Neck, and Oral Anatomy
- Tooth Morphology and Function
- Oral Radiography