Tips for answering Multiple Choice questions in Objective Section of exam

1. Mark key words in the stem
2. Eliminate wrong answers immediately
3. If 2 are left, guess!
4. If you cannot narrow to 2 choices, move on.
5. Seek to see the familiar and the unknown
6. Don’t read into any of the questions/selections. STAY WITH WHAT’S ON THE PAGE. DON’T ADD!
7. In line reference questions, be sure to read before, through, and after the reference
8. See the poem or passage as a unified whole
9. The test tends to go in chronological order – consider this when searching for an answer
10. Read 1st and last sentence – what connotation do you get?
11. Long sentences give us facts and details
12. Short sentences give us emotion
13. Look for patterns – they can help you answer questions.

The station wagons arrived at noon, a long shining

line that coursed through the west campus. In single

file they eased around the orange I-beam sculpture and

moved toward the dormitories. The roofs of the station

(5) wagons were loaded down with carefully secured suitcases

full of light and heavy clothing; with boxes of

blankets, boots and shoes, stationery and books, sheets,

pillows, quilts; with rolled-up rugs and sleeping bags,

with bicycles, skis, rucksacks, English and Western

(10)saddles, inflated rafts. As cars slowed to a crawl and

stopped, students sprang out and raced to the rear

doors to begin removing the objects inside; the stereo

sets, radios, personal computers; small refrigerators

and table ranges; the cartons of phonograph records

(15)and cassettes; the hairdryers and styling irons; the

tennis rackets, soccer balls, hockey and lacrosse sticks,

bows and arrows; the controlled substances, the birth

control pills and devices; the junk food still in shopping

bags-onion-and-garlic chips, nacho thins, peanut

(20)creme patties, Waffelos and Kabooms, fruit chews and

toffee popcorn; the Dum-Dum pops, the Mystic mints.

I've witnessed this spectacle every September for

twenty-one years. It is a brilliant event, invariably. The

students greet each other with comic cries and gestures

(25)of sodden collapse. Their summer has been bloated

with criminal pleasures, as always. The parents stand

sun-dazed near their automobiles, seeing images of

themselves in every direction. The conscientious suntans.

The well-made faces and wry looks. They feel a sense

(30)of renewal, of communal recognition. The women crisp

and alert, in diet trim, knowing people's names. Their

husbands content to measure out the time, distant but

ungrudging, accomplished in parenthood, something

about them suggesting massive insurance coverage. This

(35)assembly of station wagons, as much as anything they

might do in the course of the year, more than formal

liturgies or laws, tells the parents they are a collection

of the like-minded and the spiritually akin, a people,

a nation.

1. The speaker of the passage is most likely a
2. Student
3. Parent of a student
4. Law enforcement officer
5. Resident of a college town
6. Returning college graduate
7. In the first paragraph, the speaker characterizes the students primarily by describing their
8. Attitudes
9. Possessions
10. Physical appearances
11. Interactions with each other
12. Interactions with their parents
13. The dominant technique in the first paragraph is the use of
14. Hyperbole
15. Puns
16. Lists
17. Euphemisms
18. Abstraction
19. Which of the following best describes the order in which objects are presented in paragraph one?
20. Old to new
21. Masculine to feminine
22. Large to small
23. Familiar to exotic
24. Personal to impersonal
25. In context, “brilliant” (line 23) is best interpreted as
26. Splendid
27. Scholarly
28. Important
29. Honorable
30. Unique
31. The words “invariably” (line 23) and “as always” (line 26) contribute which of the following to the development of the passage?
32. They characterize the speaker as an experienced observer
33. They introduce a sense of continuity relevant to the conclusion of the paragraph
34. They provide an indirect comment on the description in the first paragraph.
35. I only
36. II only
37. I and III only
38. II and III only
39. I, II, and III
40. The students and parents are characterized in terms of which of the following aspects of their lives?
41. I. Social III. Financial

II. Physical IV. Intellectual

1. I and II only
2. I and III only
3. II and IV only
4. I, II, and III only
5. I, II, III, and IV
6. The characterization of the parents in lines 26-34 is marked by
7. Hints of changes that will occur in their lives
8. Repetition of descriptive terms
9. Implications about the nature of their lives
10. An emphasis on their alienation from the scene in the passage
11. A stress on the conflicts between the women and their husbands
12. In line 35, “they” refers to
13. “students” (line 24)
14. “people’s names” (line 31)
15. “station wagons” (line 35)
16. “liturgies or laws” (line 37)
17. “parents” (line 37)
18. In the second paragraph, the author develops a contrast between
19. The energy of youth and the infirmity of age
20. Worldly possessions and democratic idealism
21. Academic success and extracurricular activities
22. The speaker’s sophistication and the students naiveté
23. The parents’ smug views and the speaker’s implied disapproval of them
24. In the second paragraph, the speaker characterizes the parents primarily by describing their
25. Attitudes
26. Possessions
27. Apparel
28. Differences from their children
29. Interactions with their children
30. The primary rhetorical purpose of the passage is to
31. Characterize a group of people
32. Defend the value of a certain life-style
33. Dramatize the importance of various possessions
34. Illustrate the variety of amusements valued by most people
35. Condemn parents’ attitudes toward their children
36. Which of the following best describes the organization of the passage?
37. Specific description leading to a generalization
38. Illustration of an abstract idea by extended definition
39. Application of a theory to a particular situation
40. Amassment of imagery to convey a sense of chaos
41. Narration of a series of events leading to a conflict.
42. The speaker is best described as
43. A resentful victim
44. An unwelcome visitor
45. An ironic commentator
46. A curious investigator
47. An apologetic participant
48. It can be inferred that the rhythm and diction of the concluding lines (“a collection…a nation”) are intended to reflect
49. The students’ philosophies of life
50. The speaker’s deep-seated beliefs
51. An objective summary of the day’s events
52. The parent’s views of their own importance
53. The outsider’s scorn for university graduates