



Marco Learning features teacher-focused resources that help you and your students succeed on AP® Exams. Visit [marcolearning.com](https://www.marcolearning.com) to learn more and join the community!

## LESSON PLAN: REVIEWING THE ARGUMENT ESSAY

### Objective for the Week

For an AP® English Language essay, students will review and score student samples, dissect a new prompt, outline an argument essay, provide peer feedback over evidence, and write and revise an argument essay. This week, students will also develop short answer responses to a multiple-choice reading passage.

### Lesson Duration

Five sessions consisting of approximately 45 minutes each

### Schedule

#### DAY 1

#### Resources

##### 1. Study Guide: Argument Essay



##### 2. Rubric: Argument Essay



- Reviewing the Argument Study Guide and Rubric—To review the elements of the argument essay, require students to review both the Argument Study Guide and the Argument Rubric. This will help them more accurately score the student samples for the 2019 Argument prompt provided by College Board.
  - Prompt—<https://apcentral.collegeboard.org/pdf/ap19-frq-english-language.pdf>
    - Students will review page 10 before scoring the student samples.
  - Samples—<https://secure-media.collegeboard.org/ap/pdf/ap-english-language-and-composition-2019-frq3-samples-2020-rubrics.pdf>
    - You can save these documents as PDF documents to share with the students rather than sharing the link with them. By sharing the document rather than the link, students will not have easy access to the scoring commentary until you are ready for them to have it. We recommend that they score samples W, E, and GG.
- After students have reviewed and scored the student samples, students can post their scores along with a justification, using evidence from both the rubric and the essays to the online system you are using. If you are using Google Classroom or Canvas, you can even require that students respond to a peer's score and justification.
- Finally, reveal the score of the sample essays via a post discussion of your own.
  - Commentary—<https://secure-media.collegeboard.org/ap/pdf/ap-english-language-and-composition-2019-frq3-scoring-commentaries-2020-rubrics.pdf>

#### SELF-PACED OPTION

Although these lesson plans are designed for teachers to assign to students remotely, they could also be administered on a self-paced schedule with some modifications.

We have included an answer key for the multiple-choice questions of Day 5 at the end of this document.

#### SYNTHESIS PROMPT

Note: If you have already used the 2019 student samples, you may use the 2018 samples. We recommend these two options because College Board has scored the samples with the new 6-point rubric.

If you have already used both examples, feel free to allow students to use any of the past tests that can be found at <https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions>.

## DAY 2

### Resource

#### 1. Student Handout: Argument Prompt Practice



- Developing an Argument Outline
  - Using the provided student handout, students will review the argument prompt: *Develop a position on what should be most valued in life.*
  - We recommend that you post the PDF on your online system, and students complete the handout using using Kami if applicable.
  - Once students have completed the handout, create a discussion prompt, requiring students to include what they believe to be their weakest piece of evidence with an explanation of why. Then, each student will respond to a peer's post with a suggestion of how to improve that piece of evidence.
- Free Live Review Session for Students: Reviewing Your Practice Test
  - <https://marcolearning.com/free-events/>

## DAY 3

- Writing the argument essay
  - Now that students have developed an outline and received feedback over their evidence, they are ready to write their essay. Encourage them to review the Argument Study Guide, Rubric, and outline as they write. Ask students to time themselves, allotting 40 minutes only.

## DAY 4

- Revising and submitting the synthesis essay
  - Before students submit the essay, ask them to identify the following elements within their essay and highlight them in the corresponding colors. If the essay is lacking the element, they should revise the essay to reflect the requirements.
    - Thesis statement—highlighted in yellow.
    - Supporting Claim (minimum of two)—highlighted in blue.
    - Supporting evidence (minimum of two)—highlighted in pink.
    - Commentary linking evidence to the thesis—highlighted in orange.
    - Counter/Refutation/Concession—**BOLDED**.
    - Transitional statements—highlighted in purple.

## DAY 5

### Resources

#### 1. Student Worksheet: Writing Multiple-Choice Answers



#### 2. Answer Key: Assessing Multiple-Choice Answers



- Students will complete a short multiple-choice practice.
- Multiple-Choice Reading Question Review
  - Create short answer responses to multiple choice reading questions. For this activity, you will add the PDF document to your online system and ask students to mark on it using using Kami if applicable.

Like the synthesis essay, the argument essay requires you to take a position over a topic provided in the prompt. However, this essay is composed entirely of your own evidence. It is imperative that you develop a central claim and build an effective line of reasoning that includes specific, illustrative evidence from a variety of perspectives.

## 1. Read—5 minutes

- Read the prompt (read it twice to be sure you understand it).
- Look closely at the first paragraph. It's pretty normal to see a small quote or paragraph at the beginning of the prompt to explain the topic to you. Take advantage of this information to figure out the topic.
- Do not get distracted by the think piece provided in the prompt. Usually, you can find the specific writing prompt after the phrase "Take a position on . . .".
- Relax. If the prompt is over globalization—and you don't know anything about globalization—there is a good chance that your peers are in the same boat. Stay calm and move on to Step 2.

## 2. Plan—5 minutes

Before you can start writing, you need to know *what* you're going to write. Consider the following points to determine what you'll write about in your essay:

- Develop your thesis statement (central claim). A thoughtful (perhaps multi-sentence) thesis that indicates a clear position and establishes a line of reasoning should earn the maximum point.
- Think of some examples of when you have done this in your own life. These everyday examples can help you get a grip on the topic in general.
- Then think beyond the easy, superficial examples from everyday life to better ones from "your reading, experience, or observations."
- Include a variety of examples. Set out with a plan to include one historical example, one example from current events, and one personal example. This is a goal, but if you cannot come up with three specific examples, do not panic.

## 3. Write—30 minutes

Make sure that you have managed your time well so that you have plenty of time left to write this essay. For maximum success, follow these guidelines:

- The Introduction:
  - Most graders report that the best argument essays begin with a solid introduction. It's important that you step into the existing conversation. In fact, this paragraph could possibly be the longest paragraph of your Q3 essay because you must prove to your reader that you understand the opposing perspectives of the topic or issue. By doing so, you will increase your own credibility—setting the tone for the rest of your argument.
- The Body Paragraphs:
  - Remember, you are not required to follow the elementary five-paragraph essay. As you develop your body paragraphs, be sure to use claims that will support the central claim of your argument. Some students might have three claims, but you might have two claims. Both are acceptable!
  - Include specific, illustrative evidence and explain how the evidence supports your argument. Draw those connections for your grader.
- The Conclusion: To wrap up your argument essay, think about what the best rhetoricians do. They do NOT simply restate their claim and reasons. Instead, they leave the reader with new information. It could be a short anecdote, a powerful call to action, or a last logical appeal that reinforces your thesis statement.

### ARGUMENT TERMS:

**Central Claim**—the thesis or the main argument within an essay.

**Supporting Claim**—the reasons behind the central claim.

**Line of Reasoning**—the organization of the central claim, supporting claims, and evidence within an argument.

**Evidence**—the specific, illustrative examples that a writer employs to strengthen a supporting or central claim.

### Finding Evidence:

Use the acronym RELISH to help you consider and further develop your "body of knowledge" aka the stuff you know!

**R**—Religion

**E**—Entertainment

**L**—Literature

**I**—Imaginary (or anecdotal)

**S**—School (anything you've learned)

**H**—History

### Qualifying the Argument:

An academic argument is typically about probability and possibility, not certainty, and therefore uses a lot of qualifiers such as many, some, few, possibly.

Why would you want to qualify your argument? You can qualify an argument in order to get ahead of any potential objections to your argument.

### Addressing the Counter-Argument:

While you are often taught to include a counter-argument within argument essays, remember that your main focus should be your own line of reasoning and support. You may want to include a counter-argument as a transition into one of the supporting claims of your argument.

By limiting the amount of time you spend addressing the counter-argument, you would have more time to draw connections between your claim, reasons, and evidence, strengthening your own line of reasoning.

# Scoring Rubric for Question 3: Argument Essay



<b>THESIS</b>	<b>0 POINTS</b>		<b>1 POINT</b>			
	For any of the following: <input type="checkbox"/> No defensible thesis <input type="checkbox"/> Simple restatement of prompt only <input type="checkbox"/> Summary of topic with no clear claim <input type="checkbox"/> Statement of obvious fact rather than a defensible position. <input type="checkbox"/> Off-topic		<input type="checkbox"/> Defensible thesis <input type="checkbox"/> Clear position			
<b>EVIDENCE &amp; COMMENTARY</b>	<b>0 POINTS</b>	<b>1 POINT</b>	<b>2 POINTS</b>	<b>3 POINTS</b>	<b>4 POINTS</b>	
	<input type="checkbox"/> Simple restatement of thesis (if existing) <input type="checkbox"/> Unrelated and/or disjointed examples <input type="checkbox"/> Opinion lacking evidence.	<b>EVIDENCE:</b> <input type="checkbox"/> Mostly general evidence AND <b>COMMENTARY:</b> <input type="checkbox"/> Summarization of evidence <input type="checkbox"/> Missing explanation of how the evidence supports the argument	<b>EVIDENCE:</b> <input type="checkbox"/> Some specific and relevant evidence AND <b>COMMENTARY:</b> <input type="checkbox"/> Some explanation of the evidence's relationship to the argument <input type="checkbox"/> Missing or faulty line of reasoning	<b>EVIDENCE:</b> <input type="checkbox"/> Relevant evidence that supports all claims in the argument AND <b>COMMENTARY:</b> <input type="checkbox"/> Some explanation of how the evidence supports an argument. <input type="checkbox"/> Argument that contains multiple supporting claims. <input type="checkbox"/> Failure to provide adequate evidence.	<b>EVIDENCE:</b> <input type="checkbox"/> Specific evidence that supports all claims in the argument AND <b>COMMENTARY:</b> <input type="checkbox"/> Consistent explanation of how the evidence supports the argument <input type="checkbox"/> Specific details that build an argument <input type="checkbox"/> Organized argument composed of multiple claims that are well-developed	
	<b>SOPHISTICATION</b>	<b>0 POINTS</b>		<b>1 POINT</b>		
		<input type="checkbox"/> Unmet requirement <input type="checkbox"/> Sweeping generalizations of context <input type="checkbox"/> Complicated/complex sentences, or language is ineffective		<input type="checkbox"/> Nuanced argument that identifies and explores the complexities of the argument <input type="checkbox"/> Acknowledgement of limitations and implications of an argument (by the student or included in the sources) that examines the broader context <input type="checkbox"/> Successful rhetorical choices by the student <input type="checkbox"/> Mature and consistent writing style		

ROW A

ROW B

ROW C

**TOTAL POINTS EARNED:**  / 6

Name: \_\_\_\_\_

**Question 3**

In his book *Civilization and Its Discontents*, psychologist Sigmund Freud (1856–1939) wrote, “It is impossible to escape the impression that people commonly use false standards of measurement—that they seek power, success and wealth for themselves and admire them in others, and that they underestimate what is of true value in life.”

Write an essay that argues your position on what should be most valued in life.

After reading the prompt, complete the following outline:

**Thesis:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supporting Claim and Evidence—BRIEFLY describe what piece of evidence you would use to defend your stance:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supporting Claim and Evidence:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supporting Claim and Evidence:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Concluding Statement: *New, engaging, lasting statement:*** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Passage and Questions

**Questions 1 - 13. Read the following passage carefully before you choose your answers.**

*This passage is excerpted from a book published in 1919.*

Thomas Jefferson, with his usual prevision, saw clearly more than a century ago that the American people, as they increased in numbers and in the diversity of their national interests and racial strains, would make changes in their mother tongue, as they had already made changes in the political institutions of their inheritance. “The new circumstances under which we are placed,” he wrote to John Waldo from Monticello on August 16, 1813, “call for new words, new phrases, and for the transfer of old words to new objects. An American dialect will therefore be formed.”

Nearly a quarter of a century before this, another great American, and one with an expertness in the matter that the too versatile Jefferson could not muster, had ventured upon a prophecy even more bold and specific. He was Noah Webster, then at the beginning of his stormy career as a lexicographer. In his little volume of “Dissertations on the English Language,” . . . Webster argued that the time for regarding English usage and submitting to English authority had already passed, and that “a future separation of the American tongue from the English” was “necessary and unavoidable.” “Numerous local causes,” he continued, “such as a new country, new associations of people, new combinations of ideas in arts and sciences, and some intercourse with tribes wholly unknown in Europe, will introduce new words into the American tongue. These causes will produce, in a course of time, a language in North America as different from the future language of England as the modern Dutch, Danish and Swedish are from the German, or from one another.”

Neither Jefferson nor Webster put a term upon his prophecy. They may have been thinking, one or both, of a remote era, not yet come to dawn, or they may have been thinking, with the facile imagination of those days, of a period even earlier than our own. In the latter case, they allowed far too little (and particularly Webster) for factors that have worked powerfully against the influences they saw so clearly in operation about them. One of these factors, obviously, has been the vast improvement in communications across the ocean, a change scarcely in vision a century ago. It has brought New York relatively nearer to London today than it was to Boston, or even to Philadelphia, during Jefferson’s presidency, and that greater proximity has produced a steady interchange of ideas, opinions, news and mere gossip. We latter-day Americans know a great deal more about the everyday affairs of England than the early Americans, for we read

more English books, and have more about the English in our newspapers, and meet more Englishmen, and go to England much oftener. The effects of this ceaseless traffic in ideas and impressions, so plainly visible in politics, in ethics and aesthetics, and even in the minutiae of social intercourse, are also to be seen in the language. On the one hand there is a swift exchange of new inventions on both sides, so that much of our American slang quickly passes to London and the latest English fashions in pronunciation are almost instantaneously imitated, at least by a minority, in New York; and on the other hand the English, by so constantly having the floor, force upon us, out of their firmer resolution and certitude, a somewhat sneaking respect for their own greater conservatism of speech, so that our professors of the language, in the overwhelming main, combat all signs of differentiation with the utmost diligence, and safeguard the doctrine that the standards of English are the only reputable standards of American.

This doctrine . . . worked steadily toward a highly artificial formalism, and as steadily against the investigation of the actual national speech. Such grammar, so-called, as is taught in our schools and colleges, is a grammar standing four-legged upon the theorizings and false inferences of English Latinists, eager only to break the wild tongue of Shakespeare to a rule; and its frank aim is to create in us a high respect for a book language which few of us ever actually speak and not many of us even learn to write. That language, heavily artificial though it may be, undoubtedly has notable merits. It shows a sonority and a stateliness that you must go to the Latin of the Golden Age to match; its “highly charged and heavy-shotted” periods, in Matthew Arnold’s phrase, serve admirably the obscurantist purposes of American pedagogy and of English parliamentary oratory and leader-writing; it is something for the literary artists of both countries to prove their skill upon by flouting it. But to the average American, bent upon expressing his ideas, not stupendously but merely clearly, it must always remain something vague and remote, like Greek history or the properties of the parabola, for he never speaks it or hears it spoken, and seldom encounters it in his everyday reading. If he learns to write it, which is not often, it is with a rather depressing sense of its artificiality. He may master it as a Korean, bred in the colloquial Onmun, may master the literary Korean-Chinese, but he never thinks in it or quite feels it.

1. Which of the following best describes the organization of the passage?

---

---

---

---

---

2. The author describes Jefferson as a person who is

---

---

---

---

---

3. In lines 27–30 (“These causes ... one another”), the author makes the implication that

---

---

---

---

---

4. Both Jefferson’s and Webster’s predictions failed to take into account all of the following EXCEPT

---

---

---

---

---

5. In the context of the passage, the author uses “four-legged” (line 71) to mean

---

---

---

---

---

6. The author quotes the poet Matthew Arnold in order to

---

---

---

---

---

7. The discussion of Jefferson and Webster in lines 31–38 (“Neither Jefferson...about them”) serves to

---

---

---

---

---

8. It can be inferred from the last sentence in the passage that literary Korean-Chinese is

---

---

---

---

---

9. The author states that English remained the language of the American people partly because

---

---

---

---

---

10. The author uses which of the following rhetorical strategies in lines 69–72 (“Such grammar ... English Latinists”)?

---

---

---

---

---

11. When the author defines Webster as “one with an expertness in the matter that the too versatile Jefferson could not muster” (lines 13–14), he is implying that Jefferson

---

---

---

---

---

12. Which of the following best describes the relationship between the third and the fourth paragraphs?

---

---

---

---

---

## Passage and Questions

**Questions 1 - 13. Read the following passage carefully before you choose your answers.**

*This passage is excerpted from a book published in 1919.*

Thomas Jefferson, with his usual prevision, saw clearly more than a century ago that the American people, as they increased in numbers and in the diversity of their national interests and racial strains, would make changes in their mother tongue, as they had already made changes in the political institutions of their inheritance. “The new circumstances under which we are placed,” he wrote to John Waldo from Monticello on August 16, 1813, “call for new words, new phrases, and for the transfer of old words to new objects. An American dialect will therefore be formed.”

Nearly a quarter of a century before this, another great American, and one with an expertness in the matter that the too versatile Jefferson could not muster, had ventured upon a prophecy even more bold and specific. He was Noah Webster, then at the beginning of his stormy career as a lexicographer. In his little volume of “Dissertations on the English Language,” . . . Webster argued that the time for regarding English usage and submitting to English authority had already passed, and that “a future separation of the American tongue from the English” was “necessary and unavoidable.” “Numerous local causes,” he continued, “such as a new country, new associations of people, new combinations of ideas in arts and sciences, and some intercourse with tribes wholly unknown in Europe, will introduce new words into the American tongue. These causes will produce, in a course of time, a language in North America as different from the future language of England as the modern Dutch, Danish and Swedish are from the German, or from one another.”

Neither Jefferson nor Webster put a term upon his prophecy. They may have been thinking, one or both, of a remote era, not yet come to dawn, or they may have been thinking, with the facile imagination of those days, of a period even earlier than our own. In the latter case, they allowed far too little (and particularly Webster) for factors that have worked powerfully against the influences they saw so clearly in operation about them. One of these factors, obviously, has been the vast improvement in communications across the ocean, a change scarcely in vision a century ago. It has brought New York relatively nearer to London today than it was to Boston, or even to Philadelphia, during Jefferson’s presidency, and that greater proximity has produced a steady interchange of ideas, opinions, news and mere gossip. We latter-day Americans know a great deal more about the everyday affairs of England than the early Americans, for we read

more English books, and have more about the English in our newspapers, and meet more Englishmen, and go to England much oftener. The effects of this ceaseless traffic in ideas and impressions, so plainly visible in politics, in ethics and aesthetics, and even in the minutiae of social intercourse, are also to be seen in the language. On the one hand there is a swift exchange of new inventions on both sides, so that much of our American slang quickly passes to London and the latest English fashions in pronunciation are almost instantaneously imitated, at least by a minority, in New York; and on the other hand the English, by so constantly having the floor, force upon us, out of their firmer resolution and certitude, a somewhat sneaking respect for their own greater conservatism of speech, so that our professors of the language, in the overwhelming main, combat all signs of differentiation with the utmost diligence, and safeguard the doctrine that the standards of English are the only reputable standards of American.

This doctrine . . . worked steadily toward a highly artificial formalism, and as steadily against the investigation of the actual national speech. Such grammar, so-called, as is taught in our schools and colleges, is a grammar standing four-legged upon the theorizings and false inferences of English Latinists, eager only to break the wild tongue of Shakespeare to a rule; and its frank aim is to create in us a high respect for a book language which few of us ever actually speak and not many of us even learn to write. That language, heavily artificial though it may be, undoubtedly has notable merits. It shows a sonority and a stateliness that you must go to the Latin of the Golden Age to match; its “highly charged and heavy-shotted” periods, in Matthew Arnold’s phrase, serve admirably the obscurantist purposes of American pedagogy and of English parliamentary oratory and leader-writing; it is something for the literary artists of both countries to prove their skill upon by flouting it. But to the average American, bent upon expressing his ideas, not stupendously but merely clearly, it must always remain something vague and remote, like Greek history or the properties of the parabola, for he never speaks it or hears it spoken, and seldom encounters it in his everyday reading. If he learns to write it, which is not often, it is with a rather depressing sense of its artificiality. He may master it as a Korean, bred in the colloquial Onmun, may master the literary Korean-Chinese, but he never thinks in it or quite feels it.

- Which of the following best describes the organization of the passage?
  - Speculative accounts followed by outcome
  - Persuasive statements followed by supporting evidence
  - Summary followed by personal narrative
  - Contrasting views followed by conjecture
  - Detailed analysis of an event followed by condemnation
- The author describes Jefferson as a person who is
  - articulate
  - humble
  - coercive
  - perceptive
  - influential
- In lines 27–30 (“These causes . . . one another”), the author makes the implication that
  - Dutch, Danish, and Swedish languages have Germanic roots.
  - Dutch, Danish, and Swedish citizens have different dialects, but are the same language.
  - Germany would not allow Dutch, Danish, and Swedish citizens into their country.
  - Dutch, Danish, and Swedish citizens look to Germany for leadership and guidance.
  - Germany was once the most dominant country in Europe.
- Both Jefferson’s and Webster’s predictions failed to take into account all of the following EXCEPT
  - technological improvements in correspondence
  - the compulsion to differentiate
  - increasing ease of travel
  - the domination of England
  - competitive factors at play
- In the context of the passage, the author uses “four-legged” (line 71) to mean
  - firmly
  - aptly
  - erroneously
  - precariously
  - sentimentally
- The author quotes the poet Matthew Arnold in order to
  - dwell on the pretension of Latin scholars
  - express his accord with Arnold’s assessment
  - contradict Arnold’s description
  - specify the origin of Latin language
  - familiarize readers with Arnold’s writing style
- The discussion of Jefferson and Webster in lines 31–38 (“Neither Jefferson...about them”) serves to
  - further elaborate on Jefferson’s and Webster’s predictions
  - summarize the prophecies of Jefferson and Webster
  - analyze the failed conjecture of Jefferson and Webster
  - transition into a discussion of the roots of the English language
  - postulate why English remained the language Americans spoke
- It can be inferred from the last sentence in the passage that literary Korean-Chinese is
  - a famous Korean
  - an obscure language
  - a half Korean, half Chinese scholar
  - a town in Korea
  - an old Korean legend

9. The author states that English remained the language of the American people partly because
- (A) Americans are all-consumed with English culture
  - (B) Americans had yet to create their own media outlets
  - (C) English leadership levied American companies that operated in other languages
  - (D) the English deemed their language superior to others
  - (E) more Americans had English in common than any other language
10. The author uses which of the following rhetorical strategies in lines 69–72 (“Such grammar . . . English Latinists”)?
- (A) exaggerated hypothesizing
  - (B) deliberate intimidation
  - (C) evasive circumspection
  - (D) feigned comradery
  - (E) disdainful mockery
11. When the author defines Webster as “one with an expertness in the matter that the too versatile Jefferson could not muster” (lines 13–14), he is implying that Jefferson
- (A) was scatterbrained
  - (B) was lacking in energy
  - (C) had diverse interests
  - (D) had multiple responsibilities
  - (E) was wary of experts
12. Which of the following best describes the relationship between the third and the fourth paragraphs?
- (A) The fourth paragraph elaborates on details in the third paragraph.
  - (B) The fourth paragraph refutes claims made in the third paragraph.
  - (C) The fourth paragraph summarizes the information expressed in the third paragraph.
  - (D) The fourth paragraph explains the effects of the information in the third paragraph.
  - (E) The fourth paragraph makes generalizations about information in the third paragraph.

## Answers and Explanations

- 1. A** To analyze the structure of this passage, first determine what each paragraph accomplishes. Then look to the answer choices to see which one best describes the progression of the passage. Choice (B) can be eliminated first, because the passage doesn't begin by trying to convince readers of something. Choice (C) can also be eliminated, because the passage doesn't begin with an introductory summary. Eliminate (E) as well, because the first two paragraphs have nothing to do with an event that transpired. Be careful of (D). The first two paragraphs of the passage do indeed present two different views, but they're followed by what actually occurred rather than speculation. Therefore, (A) is the correct answer. The passage begins with Jefferson's and Webster's speculations, or guesses, on what might happen to the language spoken in America, and then outlines what actually happened.
- 2. D** This question asks what the author's view is, so the correct answer must be supported by details in the text—not based on any of your prior knowledge of Jefferson. Choices (B) and (C) can both be eliminated, because the author never frames Jefferson as humble or shows him using force or threats (coercive). Likewise, (A) can be eliminated, although it's likely the author would qualify Jefferson as “articulate.” As President of the United States, obviously Jefferson was also “influential,” (E), but, again, he never comes out and states that, so you can eliminate this choice, too. Therefore, choice (D) is the correct answer. In the first sentence of the passage, the author describes Jefferson as someone “with his usual prevision,” meaning he was often perceptive or insightful about the future.
- 3. A** In these lines, Webster predicts that the language Americans adopt will be wholly different than English, as different as Dutch, Danish, and Swedish languages are from German. However, it's implied that those four languages are connected, and that they're connected in a parallel way to the relationship between England and America. In the answer choices, you can eliminate (C) and (D), because those suppositions are too specific to be evinced from the lines. Similarly, (E) can be eliminated, because the lines don't discuss Germany in terms of all of Europe, just in terms of these three countries. That leaves you with (A) and (B). But (B) can't be true, because the lines say the modern languages of the four countries are very different. Therefore, (A) is the correct answer. One clue is the word “modern”; it suggests that past versions of these three languages were similar to German in some way. Therefore, it's possible to conclude that they all have Germanic roots.
- 4. B** The answer to this reading comprehension question can be found in the third paragraph. There were many factors that neither Jefferson nor Webster took into consideration as they made their predictions, including the fact that technical innovations would allow people to travel and communicate more easily, allowing you to eliminate (A) and (C); You can eliminate (D) and (E) because of how closely connected the two countries remained, both in the way they competed with one another and in the way that England and English culture, being where many American citizens came from, still dominated the perspectives of Americans. However, what they both did foretell is that Americans would feel compelled to distinguish themselves from the country they so purposefully left behind, England. Therefore, (B) is the correct answer.
- 5. A** The word “four-legged” has a number of different meanings, so it's imperative that you find it in the passage and look for context clues to help you answer this question. The sentence in which the author uses the word discusses why Latin remained a subject taught in schools. In the preceding sentence, he uses the word “steadily” twice to emphasize how strong the influence stood in opposition to the American dialect. Having done this analysis, you can eliminate (D), “precariously,” which means unsteadily, and (C), “erroneously,” which means wrongly, because they are both the polar opposite of the word you are looking for. You can also eliminate (E). “Sentimentally” means doing something out of nostalgia or emotional connection, which is not reflected in the author's words either. Watch out for (B). Although the professors might deem it “apt,” or correct, that Latin continues to be taught, the author wholeheartedly disagrees. Therefore, (A) is the correct answer. The word “four-legged” evokes the imagery of an animal with four legs strongly—or firmly—taking its position.
- 6. A** Arnold's quote, “highly charged and heavy-shotted,” is evocative of something that is overly emotional, or melodramatic, and highfalutin, or unnecessarily grandiose. The author uses the quote in a sentence that derides people who deem that speaking or writing in Latin is a relevant or a useful pursuit. You can eliminate (D) and (E) quite quickly, since neither the origin of Latin nor Arnold's writing style get to the point of the sentence. Knowing that the author disagrees with people who continue to hold Latin in high regard helps you eliminate (C) as well, because

he's not looking to disagree with Arnold. Be careful of (B). The author is indeed using the quote as a way to illustrate his point, but his point isn't that he and Arnold see eye-to-eye. The author is using it to illustrate his point that Latin is a rather ridiculous pursuit, given that no one speaks it anymore, and that those who cling to Latin's importance are just being pretentious and showing off. Therefore, choice (A) is the correct answer.

7. **C** In order to determine the function of these lines, you have to be aware of what they state and compare that to what is stated before and after them. The lines themselves discuss what the author thinks both men were thinking and why their predictions were off base. What follows explains what actually happened to the Americans' treatment of the English language; what precedes explains what Jefferson and Webster thought would happen to the language in early America. With this analysis, you can eliminate (D) most easily; although later in the passage, Latin, from which many English words were formed, is discussed by the author, it is not evident in these lines. Choice (E) can also be eliminated. The author states later in the passage why English remained the language of the American people. Choice (B) can be eliminated, because the prophecies are the topic of the lines, but they're not rehashed into summaries. That leaves you with (A) and (C). Don't be tempted by (A). These lines don't continue to add details about the forecasts both men made. In these lines, the author analyzes *why* the two men got it wrong. Therefore, choice (C) is the correct answer.
8. **B** The author concludes the passage by driving home his opinion of people who continue to view Latin as a pertinent and useful pursuit. The first usage of the pronoun "it" refers to Latin, so the author is drawing a comparison between literary Korean-Chinese and Latin. Choices (A) and (D) can be eliminated rather easily, since it's far-fetched to imagine a parallel between Latin and a town or a person. Also eliminate (E), because there's no suggestion of a legend being discussed here. Watch out for (C). Although "master[ing] the literary Korean-Chinese," does evoke the idea of a scholar, this is not the meaning. The correct answer is (B). Like Latin, literary Korean-Chinese is an esoteric old language that is no longer spoken in everyday life.
9. **D** The answer to this question can be found in the third paragraph, wherein the author discusses the reasons why Jefferson and Webster incorrectly foretold the future. Choices (B) and (C) can be eliminated because these very specific statements about media and American companies are not stated or alluded to in the passage. Eliminate (A) as well; although the author states that, due to correspondence innovations, the two countries were in contact quite frequently, he doesn't say that Americans were solely obsessed with England. Watch out for (E). The author states that Americans "have more about the English in our newspapers," meaning English people; he doesn't state that they have more *English language* in their newspapers. Eliminate it. Choice (D) is the correct answer. The author states that the English had "a somewhat sneaking respect for their own greater conservatism of speech," from which you can determine that they believed their language to be superior.
10. **E** The most expedient way to answer this question is to use the process of elimination. While the author is hypothesizing, or putting forth his own opinion on the matter of language development in America, it's not clear that he's exaggerating the facts, so eliminate (A). It would be far-fetched to think the author is trying to intimidate readers, so you can eliminate (B) as well. Choice (C) can be eliminated as well, because the author's direct, opinionated words are anything but "evasive" or "circumspect," both of which mean to avoid or dodge something instead of getting to the point. Be careful of (D). "Feigned comradery," or showing fake kinship with someone, might appeal to you as the correct answer, but the author doesn't pretend to take on a perspective he doesn't hold. Therefore, (E) is the correct answer. The author uses the word "so-called" to mock the fact that American professors so strongly cling to Latin. In this case, the word "disdainful" means to condemn or be unsympathetic.
11. **C** Essentially, the author is pointing out in these lines that Webster was an expert in the study of language, whereas Jefferson was not. The question is asking you *why* the author thought Jefferson was not an expert in the study of language. You know from other parts of the passage, such as the first paragraph, that the author holds Jefferson in high regard, and given that Jefferson is described as "too versatile," that high regard is no different in these lines. Therefore, the answer has to be a positive reflection of Jefferson. Choices (A) and (B) can be eliminated because both reflect negatively on Jefferson. Also eliminate (E) because the lines don't say he was distrustful of experts, just that he himself wasn't an expert. That leaves you with (C) and (D). While it's true that Jefferson "had multiple responsibilities" (D) that's not what the author aims to say in these lines. Therefore, (C) is the correct answer. Jefferson spent so much time indulging in a variety of things that interested him that it was impossible for him to delve as deeply into one topic as an expert does.

12. **D** The third and fourth paragraphs discuss the same topic: the evolution of the way people spoke in the early years of America's formation. The third paragraph explains why Americans remained tied to the English language, and the fourth paragraph explains what happened as a result. Both (C) and (E) can be eliminated. Because the fourth paragraph is full of new details, it doesn't summarize (C) or make generalizations about previously stated information (E). The fourth paragraph also does not contest information in the third paragraph; both paragraphs have the same aim, so (B) can also be eliminated. Don't be distracted by (A). Although the fourth paragraph does continue the topic of the third paragraph, it doesn't restate the details of the third paragraph; rather, the subject keeps progressing. Therefore, (D) is the correct answer. The fourth paragraph describes what happened as a result of the details in the third paragraph.