Paragraph One

1. Why does Barry begin with a universal truth and delay referring to the scientists until paragraph 2?
2. What two antithetical concepts occur in this paragraph?
3. Examine the syntax of this paragraph and notice the patterns of repetition. What is the effect of the anaphora in the first four sentences?
4. The first paragraph includes which of the following?
I. Anaphora
II. Antithesis

 III. Allegory

A I only

B II only

C III only

D I and II only

E I, II, and III

1. Paragraph 1 suggests that “Uncertainty” creates in a person all of the following EXCEPT
A feebleness
B hesitancy

C loss of will

D reliance on others

E trepidation

Paragraph Two

1. Which rhetorical mode is employed in this paragraph?
2. Identify the catalog in this paragraph. What purpose is served through this listing?
3. To what does the pronoun “it” refer in both sentences?
4. What is the effect of the dashes in Line 10?
5. Which of the appeals does the writer use at the end of the paragraph?

Paragraph Three

1. What is Barry suggesting through his use of the term “A scientist” I the third paragraph as opposed to the phrase “To be a scientist” in the second paragraph?
2. Barry uses which figure of speech in the first sentence, and what is its purpose?
3. Why does Barry refer to Einstein in the second sentence?
4. What is the implied antecedent of “one” in Line 18?
5. What purpose does the infinitive phrase at the beginning of the last sentence of this paragraph serve?
6. Why does Barry qualify “courage” with the adjective “physical” in the last sentence of the paragraph?

Paragraph Four

1. Identify and explain the significance of the extended metaphor in this paragraph.
2. List examples of repetition and antithesis and comment on the significance of each.
3. Identify the following: A the allusion in line 31 B the simile in line 33 C the metaphor in line 35
4. What point does the author make about scientific inquiry through juxtaposing these three literary devices?

Paragraph Five

1. Why is the word “everything” set apart from the rest of the sentence?
2. What aspect of scientific research does Barry suggest through the term “grunt work”?
3. Identify the three “tools” in this paragraph and comment on the significance of the progression from “shovel” to “dynamite.”
4. This paragraph contains a series of questions about determining the composition of rock. Why are these constructions not rhetorical?
5. What does the use of this device imply about the nature of scientific inquiry?

Paragraph Six

1. Through what image does the writer link the fifth and sixth paragraphs?
2. Explain the meaning of the metaphor “a flood of colleagues.”
3. Barry repeats the concepts “order,” “pioneer,” and “tool” in this paragraph. This repetition suggests what as a possible result of diligent scientific inquiry?
4. Why might Barry specifically refer to “laboratory” mice?

Paragraph Seven

1. Which words signal a shift in tone in the last paragraph?
2. What are some of the connotative associations of the word “illuminate” in line 59?
3. What are three sentences which are significant6ly shorter than the others in this paragraph? What is the effect of this syntactical variation?
4. Barry repeats the words “experiments and “yield.” In this two-part repetition, what change in meaning occurs?
5. What audience is Barry addressing?
6. Briefly describe the tone of the essay. Cite concrete evidence to support your assertion.