



Practice Test 3

AP[®] English Language and Composition Exam

SECTION I: Multiple-Choice Questions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

1 hour

Number of Questions

45

Percent of Total Grade

45%

Writing Instrument

Pencil required

Instructions

Section I of this examination contains 45 multiple-choice questions. Fill in only the ovals for numbers 1 through 45 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question

Chicago is a
(A) state
(B) city
(C) country
(D) continent
(E) village

Sample Answer

(A) ☒ (C) ☐ (D) ☐ (E) ☐

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

Many candidates wonder whether or not to guess the answers to questions about which they are not certain. Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, you are encouraged to answer all multiple-choice questions. On any questions you do not know the answer to, you should eliminate as many choices as you can, and then select the best answer among the remaining choices.

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ENGLISH LANGUAGE AND COMPOSITION

SECTION I

Time—1 hour

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely fill in the corresponding oval on the answer sheet.

Note: Pay particular attention to the requirement of questions that contain the words NOT, LEAST, or EXCEPT.

Questions 1–12. Read the following passage carefully before you choose your answers.

From the preface to *White Trash: The 400-Year Untold History of Class in America*, by Nancy Isenberg. pp. xiv–xvi. Viking.

Americans today have a narrow and skewed understanding of white trash. One of the most powerful and most familiar symbols of backwards attitudes associated with this disfavored group is that captured in newspapers and in television footage of 1957, showing the angry white faces of protest amid school integration in Little Rock, Arkansas. In 2015, tattooed KKK protestors defending the Confederate flag outside the Charleston, South Carolina, statehouse evoked similar feelings, demonstrating the persistence of an embarrassing social phenomenon. The stock of the Food Network’s popular performer Paula Deen, a Georgia native known for her cholesterol-rich recipes, suddenly took a nosedive in 2013, when it was revealed that she used the “N-word”; almost overnight, her downhome reputation sank and she was rebranded as a crude, unsophisticated redneck...

These white trash snapshots offer an incomplete picture of a problem that is actually quite old and regularly goes unrecognized. In their conversations about viral events such as those noted above, Americans lack any deeper appreciation of class. Beyond white anger and ignorance is a far more complicated history of class identity that dates back to America’s colonial period and British notions of poverty. In many ways, our class system has hinged on the evolving political rationales used to dismiss or demonize (or occasionally reclaim) those white rural outcasts seemingly incapable of becoming part of mainstream society...

First known as “waste people,” and later “white trash,” marginalized Americans were stigmatized for their inability to be productive, to own property, or to produce healthy and upwardly mobile children—the sense of uplift on which the American dream is predicated. The American solution to poverty and social backwardness was not what we might expect. Well into the twentieth century, expulsion and even sterilization sounded rational to those who wished to reduce the burden of “loser” people on the larger economy.

In Americans’ evolving attitudes toward these unwanted people, perhaps the most dramatic language attached to the mid-nineteenth century, when poor rural whites were categorized as somehow less than white, their yellowish skin and diseased and decrepit children marking them as a

strange breed apart. The words “waste” and “trash” are crucial to any understanding of this powerful and enduring vocabulary. Throughout its history, the United States has always had a class system. It is not only directed by the top 1 percent and supported by a contented middle class. We can no longer ignore the stagnant, expendable bottom layers of society in explaining the national identity...

Over the years, populist themes have emerged alongside more familiar derogatory images, but never with enough force to diminish the hostility projected onto impoverished rural whites. We have seen in recent decades the rise of tribal passions through the rediscovery of “redneck roots”, a proud movement that coursed through the 1980s and 1990s. More than a reaction to progressive changes in race relations, this shift was spurred on by a larger fascination with identity politics. Roots implied that class took on the traits (and allure) of an ethnic heritage, which in turn reflected the modern desire to measure class as merely a cultural phenomenon. But as evidenced in the popularity of the “reality TV” shows *Duck Dynasty* and *Here Comes Honey Boo Boo* in recent years, white trash in the twenty-first century remains fraught with the older baggage of stereotypes of the hopelessly ill bred.

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1. All of the following stylistic features are evident in the first paragraph of the essay EXCEPT
 - (A) historical allusions
 - (B) informal diction
 - (C) metaphorical language
 - (D) descriptive adjectives
 - (E) vivid imagery
2. The author does NOT emphasize the negative view of white trash by using the words
 - (A) “embarrassing social phenomenon” (line 10)
 - (B) “outcasts” (line 25)
 - (C) “marginalized Americans” (line 28)
 - (D) “a strange breed apart” (line 41)
 - (E) “the hopelessly ill-bred” (line 63)
3. The author develops the first two paragraphs of the essay by first providing
 - (A) a comparison of two different trends, then contrasting them
 - (B) a historical overview of a phenomenon, then responding with overlooked details
 - (C) a common perception of a problem, then offering a more complete explanation
 - (D) a detailed discussion of an event, then giving a wide-ranging investigation of its consequences
 - (E) an analysis of the root causes of a conflict, then answering with an alternative explanation
4. The author primarily supports her point of view with
 - (A) extended metaphors
 - (B) linguistic evidence
 - (C) statistical analysis
 - (D) emotional appeals
 - (E) appeals to authority
5. Lines 33–35 (“Well into the twentieth century ... on the larger economy”) indicate the author’s belief that
 - (A) the growth of the welfare state has reinforced the low social status of poor rural whites
 - (B) most people in the twentieth century thought well of forced sterilization
 - (C) poor rural white teenagers have been often expelled from school
 - (D) one objection to white trash has been that class’s inability to support itself without public assistance
 - (E) arguments based on reason may not always appeal to all members of society
6. According to the author, the problem of white trash can best be characterized as
 - (A) a question of socioeconomic status
 - (B) the defining characteristic of America
 - (C) one of the most vexing problems in our history
 - (D) a perception that has not changed over time
 - (E) a phenomenon exploited by television programs
7. The chief effect of the word “stigmatized” in line 28 is to
 - (A) change the subject to something other than white trash
 - (B) invoke a feeling of religiosity
 - (C) comment from an objective standpoint
 - (D) emphasize their outsider status
 - (E) lend a tone of belittling humor to the text
8. The author’s attitude toward white trash can best be described as
 - (A) supportive but impatient
 - (B) analytical but sympathetic
 - (C) curious but judgmental
 - (D) observant but hostile
 - (E) probing but resigned
9. In the fourth paragraph, Isenberg notes that America’s perception of white trash is
 - (A) often discussed
 - (B) always changing
 - (C) never dismissed
 - (D) usually accurate
 - (E) occasionally analyzed
10. It can be inferred from this passage that
 - (A) white trash people have been exploited for entertainment only very recently
 - (B) uneducated people are responsible for their own fate
 - (C) most members of the lower classes have been mistreated
 - (D) not every American citizen has benefitted from the American dream
 - (E) some members of the 1% rose out of the lower ranks of society

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11. The fifth paragraph implies that the definition of white trash has
- (A) changed from a definition based on class to a definition based on ethnicity
 - (B) emerged as a populist term rather than an elitist term
 - (C) been influenced by the growth of modern entertainment
 - (D) been confused with tribalism despite their vague relationship
 - (E) held fast despite the rise of identity politics
12. It can be inferred from the first sentence of the fifth paragraph (“Over the years...impoverished rural whites”) that the author believes that
- (A) the elite perspective has been derogatory toward rural whites
 - (B) populist themes have been dismissive of rural whites
 - (C) rural white members of the lowest classes are not totally responsible for their public perception
 - (D) many rural whites have intentionally tried to change how they’re perceived
 - (E) socioeconomic positions are solely inherited

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Questions 13–23. Read the following passage carefully before you choose your answers.

“*The 40-Year-Old Burnout.*” Malesic, Jonathan. *The Chronicle of Higher Education*. October 5, 2016.

Oddly enough, my burnout began after a year away from the stresses of my job. I had just been on sabbatical in a bucolic region far from my college. When I returned to work, I was teaching, directing a teaching center, chairing a core-curriculum committee, and giving frequent conference presentations.

At first, it was exhilarating. I’m not a morning person, but on my first day back that August, I showed up early for an 8 a.m. meeting, wearing a trim-cut linen suit, eager to do what I loved.

That energy and confidence didn’t last. The duties I took on to serve my colleagues and demonstrate my indispensability amounted to a heavy overload with no extra pay. I was also living apart from my wife, who was teaching in the town where I had spent my sabbatical. I felt every bit of our two-body problem. I started having recurrent and medically inexplicable sharp pains in my torso. My temper shortened. My doctor prescribed a couple of medications (neither one helped) for anxiety and acid reflux. I soon didn’t fit into the linen suit, ultimately gaining 30 pounds in a year.

Without getting to see my wife regularly, I depended more on my job to affirm my worth as a person. Maslach and Leiter write that without close relationships, workers “will be far more dependent on clients and colleagues for signs of appreciation.” In my case, I became more sensitive to students’ base-level indifference to the required theology courses I taught. Their disinterest in the subject felt like an attack on my dignity. When I took the Maslach Burnout Inventory, I scored in the 98th percentile for emotional exhaustion.

Eventually, I came to dread every class meeting. I thought often of faking an illness and canceling class. (I never did.) My aim became simply getting to the end of class in one piece. Other teachers have described their burnout in similar terms. Maryellen Weimer, among the best scholars of college teaching, writes that she retired early after “struggl[ing] to stay alive in the classroom.” In *The Truth About Burnout*, an exhausted high-school teacher reports being “just in a basic survival mode.”

The language of survival is not mere hyperbole. The chronic stress associated with burnout diminishes the brain’s executive function, making it harder to plan. When that happens, you rely on stress hormones to solve problems, just as you would if you encountered danger in the wild. In my final semester, I could get through class fueled by adrenaline, but after returning to my office, I crashed — hard. Then I went home and lay motionless for hours.

Planning the next day’s class sessions felt like doing a crossword puzzle in cuneiform. I stared at the textbook without reading, racking my brain for ideas about how to get my students to learn. My store of teaching wisdom was inaccessible in those moments.

All semester I completely forgot about simple but effective techniques I had used for years — like requiring short weekly reading responses to spur reading compliance and foster discussion. I wrote haphazard lesson plans on index cards and scrap paper. After class, I threw them away.

Student evaluations of my teaching remained positive, but I knew I was working below my previous standards in the classroom. And my writing and college service all but stopped. As I learned, competence offers no protection against burnout. In fact, Maslach discovered that the most competent and engaged workers are often at the greatest risk for burnout. Their willingness to labor for love and not money will, over time, expose them to chronic stress. That is especially true in universities, where there are few explicit limits on working hours.

Another researcher, Janie Crosmer, has found that burnout is more acute in younger faculty members than in older ones (and in women more than men). It’s easier to do too much too soon than to build barriers between your work and psyche.

But it shouldn’t be entirely up to the individual to keep burnout at bay. The factors that Maslach and Leiter say cause burnout — an overloaded schedule, lack of control, insufficient reward, breakdown of community, absence of fairness, and conflicting values — are characteristics of workplaces, not individuals. Some of those factors certainly shaped my experience. Academic culture fosters burnout when it encourages overwork, promotes a model of professors as isolated entrepreneurs, and offers little recognition for good teaching or mentoring. The persistent financial stress on colleges and universities only exacerbates the problem, because, as Maslach and Leiter put it, “individual employees become the ‘shock absorbers’ for organizational strains,” including financial ones.

The response to faculty burnout should, therefore, not be to shrug and say that academic work is a labor of love, and some people just aren’t cut out for it. Instead, the response should be to find ways to give these highly skilled workers the rest, respect, and reward they need to stay healthy and effective. Institutions cause burnout, and only a whole effort of an institution can deal with it. A good start would be for colleges and universities to support and reward the things they say they value — like, for example, teaching. That would be more useful than drafting another strategic plan that will be ignored a year later.

13. The word “bucolic” in line 3 was most likely chosen because of its

- (A) ambiguous double meaning
- (B) tonal contrast with the author’s pain in the following paragraphs
- (C) harsh sentiment that reflects the equally harsh truths of the passage
- (D) obviously superior status to other similar words
- (E) sense of objectivity

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14. The primary purpose of quoting Maslach and Leiter in the fourth paragraph is to
- (A) suggest an alternate academic explanation for the author's emotional collapse
 - (B) demonstrate how the loss of vocation can cause loss of confidence in one's writing skills
 - (C) provide academic evidence for the author's personal experience
 - (D) build the author's ethical character in the eyes of the reader
 - (E) introduce a point-of-view that becomes essential to understanding the essay later
15. According to the author, his attempt to "demonstrate my indispensability" most directly resulted in
- (A) extra work without compensation
 - (B) separation from his wife
 - (C) health problems
 - (D) thoughts of cancelling class
 - (E) extended periods of sleep
16. In describing faculty burnout in the final two paragraphs, the author emphasizes
- (A) its inevitability
 - (B) the role of organizations
 - (C) the financial cost to individuals
 - (D) the need for individual responsibility
 - (E) the byproduct of entrepreneurship
17. The word "that" in the last sentence of the ninth paragraph ("That is especially true in universities...") refers to
- (A) the sense of chronic stress felt by young professors
 - (B) the need for limits on hours worked at universities
 - (C) the confusion of love with money
 - (D) the habit of overwork that leads to chronic stress
 - (E) the desire for a successful academic career
18. The sentence "The chronic stress associated with burnout diminishes the brain's executive function" (lines 40–42) is best supported by which of the following statements?
- (A) "you rely...to solve problems" (line 43)
 - (B) "All semester...I had used for years" (lines 53–54)
 - (C) "Their willingness...to chronic stress" (lines 64–65)
 - (D) "Academic culture...teaching or mentoring" (lines 78–81)
 - (E) "The response...is a labor of love" (lines 86–87)
19. This essay alternates between
- (A) conciliatory agreement and point-by-point refutation
 - (B) general principles and objective evidence
 - (C) comparison and contrast
 - (D) process analysis and spiritual reflection
 - (E) personal confession and academic analysis
20. According to the author, Crosmer found that young female faculty members are most likely to experience burnout because of
- (A) their competence, which fails to protect them despite their belief to the contrary
 - (B) their inability to affirm their spouses
 - (C) their habit of building barriers between their work and psyche
 - (D) their tendency to take on excessive responsibilities at work
 - (E) their absence due to maternity leave
21. All of the following contribute to the approachable tone of the essay EXCEPT
- (A) the use of similes
 - (B) the first-person point of view
 - (C) the varied syntax
 - (D) the diction emphasizing feelings and stress
 - (E) the use of quoted speech from known authorities
22. The 10th, 11th, and 12th paragraphs of this essay display a turn from
- (A) literal language to metaphorical language
 - (B) first-person to third-person point of view
 - (C) argument to counterargument
 - (D) appeal to authority to bandwagon appeal
 - (E) paradox to aphorism
23. The intended audience for this essay is most likely
- (A) those who aspire to graduate from college
 - (B) those who have suffered professional burnout
 - (C) those who are seeking to avoid burnout
 - (D) those who are doing social science research
 - (E) those who work in or have benefitted from higher education

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Questions 24–31 are based on the following passage.

This passage below is a draft.

(1) Iceland is a country that not many people used to visit, but that seems to be changing. (2) These days, almost everybody in the world knows somebody who's visited the tiny island. (3) In 2014, over 12% of the entire nation worked in the tourism industry, roughly 24,000 to 32,000 people, depending on the month. (4) Nearly a million people each year visit the Blue Lagoon, stroll the streets of Reykjavik, and enter the Mál og Menning bookshop to try to make sense of the thousands of titles published in Icelandic.

(5) The funny thing is that Iceland is so small. (6) There are only 300,000 citizens total, and many of them feel that their culture is being lost in a wave of foreign tourists, primarily from the U.S. and the U.K, even as their livelihoods increasingly depend on those visitors. (7) The practical reason for the recent boom has been the arrival of low-cost airlines that promote Iceland as a convenient stop between the U.S. and Europe. (8) *Come to Iceland—it's one of those places you'll never forget!* (9) It's a marketing gimmick, and it's amazing that no one has thought to use it until now.

(10) In the meantime, the biggest danger in the influx of tourism is the loss of Icelandic identity, but one can argue that it's been disappearing for decades. (11) Long gone are the days when the native people shivered through the winter in sod huts, reading books to one another by the fire. (12) Iceland was brought into the modern era, first by the cod fishing business many decades ago, then more recently by international banking. (13) Since the economic crash of 2008–2009, tourism has largely taken up the slack. (14) So the truth is that Icelanders were pulling away from themselves long before the arrival of the tourist hordes—and they're the first to admit it.

24. To improve coherence, the author would like to move sentence 6 (reproduced below) to a better place in the passage.

There are only 300,000 citizens total, and many of them feel that their culture is being lost in a wave of foreign tourists, primarily from the U.S. and the U.K, even as their livelihoods increasingly depend on those visitors.

Where would this sentence best be placed?

- (A) Before sentence 2
- (B) Before sentence 3
- (C) After sentence 7
- (D) Before sentence 9
- (E) After sentence 10

25. In sentence 9 (reproduced below), the author would like to more precisely express the meaning of the sentence.

It's a marketing gimmick, and it's amazing that no one has thought to use it until now.

Which of the following revisions would best express the author's meaning?

- (A) (as it is now)
- (B) When confronted with such marketing gimmicks, remember that there is a lot of money at stake.
- (C) It's a marketing gimmick, which is the one thing that nobody had thought to use until now.
- (D) Such marketing slogans are gimmicks, and it's surprising that nobody had taken advantage of Iceland's geographical position between Europe and the U.S. before now.
- (E) It's nearly inconceivable that such a marketing gimmick has worked on an intercontinental level.

26. In sentence 14 (reproduced below), which of the following versions of the underlined text best represents the author's opinion on the topic of the passage?

So the truth is that Icelanders were pulling away from themselves long before the arrival of the tourist hordes—and they're the first to admit it.

- (A) (as it is now)
- (B) hordes, even though they are quick to admit it.
- (C) hordes, even if they themselves won't quite admit it.
- (D) hordes—even though they themselves won't quite admit it.
- (E) hordes.

27. Which of the following sentences, if placed after sentence 4, would provide the best amplification of the most recent idea?

- (A) Other good things to do in Reykjavik include visiting the Harpa Concert Hall and the Hallgrímskirkja cathedral.
- (B) The city is often cold, even in summer, so it's important to dress warmly.
- (C) You will most likely hear English spoken more than Icelandic, particularly in the capital.
- (D) In fact, Iceland has nearly the highest literacy rate of any country on earth, and nearly ten percent of its population will publish a book during their lives.
- (E) Some tourists are delighted by the colorful houses that line the narrow streets of the world's northernmost capital.

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28. In sentence 5 (reproduced below), the author wants an effective transition from the first paragraph to the second paragraph.

The funny thing is that Iceland is so small.

Which of the following versions of the underlined text best achieves this purpose?

- (A) (as it is now)
- (B) Such stretches of visibility accent the worst parts of any society, especially when
- (C) This newfound popularity hits especially hard given that
- (D) Moreover,
- (E) The reason for this swelling of tourists is the fact that

29. The writer wants to change a phrase at the beginning of sentence 10 (reproduced below) to set up the beginning of a new paragraph.

In the meantime, the biggest danger in the influx of tourism is the loss of Icelandic identity, but one can argue that it's been disappearing for decades.

Which of the following choices best accomplishes this goal?

- (A) (as it is now)
- (B) Nonetheless,
- (C) Furthermore,
- (D) Overall,
- (E) However,

30. In sentence 8 (reproduced below), the author wants to write a more effective example of a marketing slogan based on the claim of the previous sentence.

Come to Iceland—it's one of those places you'll never forget!

Which of the following versions of the underlined text best achieves this purpose?

- (A) (as it is now)
- (B) See the incredible history and taste the flavors of Iceland!
- (C) Iceland—see it, feel it, love it!
- (D) Summer or winter, Iceland is one of a kind!
- (E) Go and book a long layover in Iceland—you may find that you'll never want to leave!

31. In sentence 12 (reproduced below), the author would like to support the claim with more evidence.

Since the economic crash of 2008–2009, tourism has largely taken up the slack.

Which of the following sentences would best provide that support?

- (A) Sentence 1
- (B) Sentence 3
- (C) Sentence 5
- (D) Sentence 6
- (E) Sentence 8

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Questions 32–39 are based on the following passage.

This passage below is a draft.

(1) In the United States, food is increasingly being discussed in new ways. (2) For the last several years, the paleo movement has been growing in size and volume. (3) Focusing primarily on ancestral traditions, those who identify as “paleo” view the modern American industrial food system as fundamentally flawed. (4) They discuss the hundreds of thousands of years of our species spent as hunters and gatherers, evolving to eat meat whenever possible—and when it wasn’t, to collect leafy greens, legumes, and berries.

(5) Indeed, there is evidence that the human gut seems to be better suited to absorb animal products than grain products. (6) As the amount of food products containing processed refined flour has increased, so too has record-setting obesity, increased levels of gluten sensitivity, skyrocketing rates of type-2 diabetes, and metabolic syndrome. (7) Certainly, eating animal fats leads to greater satiety, which prevents overeating daily caloric requirements. (8) Furthermore, some people who pursue a fully vegetarian lifestyle complain of excessive gas, bloating, fatigue, and other health problems. (9) Then again, many other vegetarians do not experience those problems, so perhaps there is individual variance at play too.

(10) Opponents of the paleo movement often stand by the low-fat gospel that dominated the public discourse in the 1980s and 1990s. (11) Others, such as vegans, take the moral stance that killing animals is bad. (12) Of course, these individuals don’t express the same concern for the lives of plants, which are also killed for food. (13) Maybe because plants don’t have four legs or look super cute.

(14) There is overlap between meat enthusiasts and meat opponents. (15) Both carnivores and vegans oppose the excessive use of sugars, which ultimately may affect our health more than anything else. (16) The issue of determining a proper human diet is clouded by many other factors, such as individual genetic heritage. (17) The paleo movement loves to point to the Inuits as an example of a healthy modern society that has existed, until recently, on nothing but protein and animal fat.

32. In sentence 2 (reproduced below), the writer wants to add a description of the origin of the term paleo.

For the last several years, the paleo movement has been growing in size and volume.

Which of the following versions of the underlined text best accomplishes this?

- (A) (as it is now)
- (B) it’s been the paleo movement growing in size and volume: deriving from the Paleolithic Era, the name describes the ancient time when humans lived as hunter-gatherers.
- (C) the paleo movement (which took its name from the ancient Paleolithic Era; when humans lived as hunter-gatherers) has been growing in size and volume.
- (D) the paleo movement, deriving its name from the ancient Paleolithic Era, when humans lived as hunter-gatherers, growing in size and volume.
- (E) the paleo movement—the name of which derives from the ancient Paleolithic Era, when humans lived as hunter-gatherers—has been growing in size and volume.

33. The writer wants to add the following sentence to the first paragraph (sentences 1–4) to provide additional explanation.

It relies too heavily upon refined white flour, various sugars, and processed vegetable oils.

Where would this sentence be best placed?

- (A) Before sentence 1
- (B) After sentence 1
- (C) After sentence 2
- (D) After sentence 3
- (E) After sentence 4

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34. In sentence 1 (reproduced below), the author wants to capture the audience's interest while also providing an effective transition to the main idea of the passage.

In the United States, food is increasingly being discussed in new ways.

Which of the following versions of the sentence best achieves this purpose?

- (A) (as it is now)
- (B) In the United States, with its record-setting obesity and skyrocketing rates of type-2 diabetes, food is increasingly being discussed in new ways.
- (C) At the dawn of the new millennium, the United States finds itself wallowing in a massive public health crisis—and citizens are starting to discuss ways to fix this problem through diet.
- (D) *Boom, boom, boom*—that's the sound of millions of overweight people hitting the floor every morning, and it should be enough to frighten anyone paying attention to the future of the United States.
- (E) The United States has always been a country that alternates between self-denial and self-indulgence, a fact that is clear from our long history of Puritanism and hedonism.

35. To improve coherence, the author wants to remove a sentence from the second paragraph (sentences 5–9). Which sentence, if deleted, would contribute best to this goal?

- (A) Sentence 5
- (B) Sentence 6
- (C) Sentence 7
- (D) Sentence 8
- (E) Sentence 9

36. The writer wants to adjust sentence 13 (reproduced below) so that it more closely matches the tone of the rest of the passage.

Maybe because plants don't have four legs or look super cute.

Which of the following versions of the sentence best achieves this purpose?

- (A) One potential elucidation is the lack of mammalian appendages and minimized aesthetic appeal.
- (B) Maybe because plants don't possess four limbs or appear attractive.
- (C) One possible reason for this is the fact that mammals, which have legs, eyes, and emotional connectivity, more closely resemble humans than plants do.
- (D) My best guess is that plants don't tug at the heart-strings in the same way that adorable mammals do.
- (E) It's possible that mammals, with all of their adorable charms, look like humans more than plants.

37. The writer wants to add another sentence after sentence 17 to emphasize the main idea of the final paragraph (sentences 14–17). Which of the following would accomplish that?

- (A) As usual, however, one needs to pay attention to the sources of information.
- (B) On the other hand, the vegetarian movement cites cultures that follow mostly plant-based diets, such as India.
- (C) Such indigenous cultures provide a better snapshot of human health than do just about any other groups.
- (D) It stands to reason that this diet is admittedly superior to other diets.
- (E) On the other hand, it's impossible to know with any certainty what constitutes a healthy diet.

38. The writer wants to add a word or phrase to the beginning of sentence 14 (reproduced below), adjusting the capitalization as needed, to emphasize the transition from the previous paragraph.

There is overlap between meat enthusiasts and meat opponents.

Which of the following best accomplishes that goal?

- (A) Question of force aside,
- (B) And another thing is
- (C) Furthermore,
- (D) Still,
- (E) In effect,

39. The writer wants to add more information to the last paragraph (sentences 14–17) to support the main idea of the paragraph. All of the following pieces of evidence help achieve this purpose EXCEPT which one?

- (A) The rate of cardiac disease among the Inuit is close to zero.
- (B) Both carnivores and vegans oppose the use of chemicals in the processing of food.
- (C) The impact of the food industry upon the environment is something that people on both sides of the debate care deeply about.
- (D) Elements of paleo beliefs and vegetarian beliefs can be found in cultures around the world.
- (E) Many people alternate between the two diets to find out what works for them.

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Questions 40–45 are based on the following passage.

This passage below is a draft.

(1) In the twenty-first century, somebody once said, we are losing World War III—and most of us didn’t even know we were fighting in it. (2) That’s because this war is being fought on digital, not physical, turf. (3) While much of it is invisible, some of its most visible moments occur when personal data gets stolen in security breaches.

(4) The number and extent of such breaches has been increasing exponentially. (5) Health insurer Anthem suffered the loss of 80 million Americans’ personal medical data. (6) In New York state, 885 million mortgage records were mistakenly exposed to the public for years—documents that included Social Security numbers and bank account numbers.

(7) Indeed, the word “breach” perhaps doesn’t carry the significance that it should. (8) Therefore, many of these security breaches are *attacks* on our institutions, carried out by bad actors. (9) These include hostile foreign groups such as intelligence agents from Russia, about 100,000 Chinese doing the same, plus international hacker collectives that nobody knows their funding.

(10) These breaches often begin with “phishing”—a simple email sent by the hacker, but which contains a malicious link. (11) If the user clicks on it, the link downloads malware onto the user’s hard drive. (12) This allows the hackers to enter whatever network the user is a part of.

40. In sentence 3, which of the following versions of the underlined portion of the sentence best clarifies the author’s source?

In the twenty-first century, somebody once said, we are losing World War III—and most of us didn’t even know we were fighting in it.

- (A) (as it is now)
- (B) some have told us
- (C) it is said
- (D) Fred Cohen once wrote
- (E) it can be assumed

41. The author wants to insert additional information after sentence 6 that will support the main idea of the second paragraph. Which of the following pieces of evidence best accomplishes this task?

- (A) Even Panera suffered a breach that affected 50 million customers.
- (B) Perhaps the worst breach occurred in 2015, when foreign entities attempted to attack the U.S. Department of State, resulting in a two-day digital battle that has been compared to the twenty-first-century version of hand-to-hand combat.
- (C) All of these are good examples of just how rampant the breaches are becoming.
- (D) Others have occurred at MyHeritage, Quora, Under Armour, and many other sites, both large and small.
- (E) It takes an extraordinary amount of effort to combat these attackers.

42. The writer wants to add a word or phrase to the beginning of sentence 5 (reproduced below), adjusting the capitalization as needed, to emphasize the suddenness of the breaches.

Health insurer Anthem suffered the loss of 80 million Americans’ personal medical data.

Which of the following best accomplishes that goal?

- (A) Acceleratedly,
- (B) At full speed,
- (C) To most,
- (D) Quickly,
- (E) With no apparent warning,

43. The writer wants to add the following sentence to the third paragraph (sentences 7–9) to provide additional explanation.

No mere accident, a breach is commonly associated with a foreign invader breaking through systems of defense.

Where would that sentence be best placed?

- (A) Before sentence 7
- (B) After sentence 7
- (C) Before sentence 9
- (D) After sentence 9
- (E) The sentence should not be added.

44. In sentence 9 (reproduced below), which of the following versions of the underlined text best establishes parallelism and clarity?

These include hostile foreign groups such as intelligence agents from Russia, about 100,000 Chinese doing the same, plus international hacker collectives that nobody knows about their funding.

- (A) (as it is now)
- (B) such as Russian intelligence agents, for example, about 100,000 Chinese espionage agents, and shadowy international hacker collectives whose agendas and financial backing are unclear.
- (C) such as Russian intelligence, Chinese espionage (rumored to number nearly 100,000 agents), and shadowy international hacker collectives whose agendas and financial backing are unclear.
- (D) for example Russian intelligence, Chinese espionage (rumored to number nearly 100,000), and shadowy international hacker collectives whose agendas and financial backing are unclear.
- (E) such as Russian intelligence, Chinese espionage (rumored to number nearly 100,000), plus shadowy international hacker collectives whose agendas and financial backing are unclear.

45. The writer wants to add more information after sentence 11 to explain additional steps in the breach process. Which of the following accomplishes this goal best?

- (A) Once a network is compromised, the raiders are then free to access other files in the directory.
- (B) But this happens only rarely, since most people know not to click on suspicious emails.
- (C) Compared with employee negligence, however, the losses are quite small.
- (D) Good phishing targets people who are naturally less suspicious of strangers than others are.
- (E) It's inconceivable that this practice continues to work, but it does.

END OF SECTION I

AP[®] English Language and Composition Exam

SECTION II: Free-Response Questions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

2 hours, plus a 15-minute
reading period

Number of Questions

3

Percent of Total Grade

55%

Writing Instrument

Pen required

Instructions

Section II of this examination requires answers in essay form. To help you use your time well, the coordinator will announce the time at which each question should be completed. If you finish any question before time is announced, you may go on to the following question. If you finish the examination in less than the time allotted, you may go back and work on any essay question you want.

Each essay will be judged on its clarity and effectiveness in dealing with the requirements of the topic assigned and on the quality of the writing. After completing each question, you should check your essay for accuracy of punctuation, spelling, and diction; you are advised, however, not to attempt many longer corrections. Remember that quality is far more important than quantity.

Write your essays with a pen, preferably in black or dark blue ink. Be sure to write CLEARLY and LEGIBLY. Cross out any errors you make.

The questions for Section II are printed in the green insert. You are encouraged to use the green insert to make notes and to plan your essays, but be sure to write your answers in the pink booklet. Number each answer as the question is numbered in the examination. Do not skip lines. Begin each answer on a new page in the pink booklet.

GO ON TO THE NEXT PAGE.

ENGLISH LANGUAGE AND COMPOSITION
SECTION II
Total Time—2 hours, 15 minutes

Question 1

Suggested reading and writing time—55 minutes.

It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

(This question counts for one-third of the total essay section score.)

In recent years, the American political landscape has grown more extreme. Both politicians and the public have grown more opposed to one another, with both sides exhibiting mutual distrust and an unwillingness to see from the other viewpoint. Some of the causes of this polarization can be ascribed to technological changes, while others can be seen in the actions of individuals or organizations.

Carefully read the following six sources, including the introductory information for each. Then synthesize the information from at least three of the sources and incorporate it into a coherent, well-developed essay that discusses the extent to which people's political beliefs can be influenced by external factors.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, and so forth, or by using the descriptions in parentheses.

- Source A (Barnays)
- Source B (Zetlin)
- Source C (Locke)
- Source D (Pew Research Center)
- Source E (Minnesota)
- Source F (Inbar, Pizzaro, Bloom)

GO ON TO THE NEXT PAGE.

Source A

Bernays, Edward. *Propoganda*. 1928.

The following passage is excerpted from a book about how to manipulate public opinion. Bernays is regarded by historians as “the father of public relations.”

To-day, however, a reaction has set in. The minority has discovered a powerful help in influencing majorities. It has been found possible so to mold the mind of the masses that they will throw their newly gained strength in the desired direction. In the present structure of society, this practice is inevitable. Whatever of social importance is done to-day, whether in politics, finance, manufacture, agriculture, charity, education, or other fields, must be done with the help of propaganda. Propaganda is the executive arm of the invisible government

Universal literacy was supposed to educate the common man to control his environment. Once he could read and write he would have a mind fit to rule. So ran the democratic doctrine. But instead of a mind, universal literacy has given him rubber stamps, rubber stamps inked with advertising slogans, with editorials, with published scientific data, with the trivialities of the tabloids and the platitudes of history, but quite innocent of original thought. Each man’s rubber stamps are the duplicates of millions of others, so that when those millions are exposed to the same stimuli, all receive identical imprints. It may seem an exaggeration to say that the American public gets most of its ideas in this wholesale fashion. The mechanism by which ideas are disseminated on a large scale is propaganda, in the broad sense of an organized effort to spread a particular belief or doctrine.

GO ON TO THE NEXT PAGE.

Source B

Zetlin, Minda. “Want to raise emotionally healthy kids?
Try to keep them off these two social networks.”
Inc. May 22, 2017.

The following passage is excerpted from a magazine dedicated to analyzing small businesses and startups.

Of the five most popular social platforms, only YouTube was seen as having a net positive effective on young people’s lives, according to survey responses. Instagram, on the other hand, had the most negative net effect, followed by Snapchat. It’s easy to see why. Negative body image is a huge risk for young people, especially girls, all of the time—but that risk is intensified on social media. It makes sense that young people faced with a stream of (often enhanced) photographs of others will likely compare their own bodies with the ones in the photos and find fault with themselves by comparison.

A second big issue for young people on social media is fear of missing out, or FOMO, something that can grip adults too, but may be especially dangerous for young people. Here, too, it’s easy to see why a photo stream could be a big problem: People often post messages or links to Facebook or Twitter from the comfort of their sofas, but are more likely to post photos when they’re out doing something fun.

GO ON TO THE NEXT PAGE.

Source C

John Locke, *An Essay Concerning Human Understanding*,
1690.

The following passage is excerpted from a book of political philosophy by a famous British thinker.

Let us then suppose the mind to be, as we say, white paper, void of all characters, without any ideas:— How comes it to be furnished? Whence comes it by that vast store which the busy and boundless fancy of man has painted on it with an almost endless variety? Whence has it all the materials of reason and knowledge? To this I answer, in one word, from *experience*. In that all our knowledge is founded; and from that it ultimately derives itself. Our observation employed either, about external sensible objects, or about the internal operations of our minds perceived and reflected on by ourselves, is that which supplies our understandings with all the materials of thinking. These two are the fountains of knowledge, from whence all the ideas we have, or can naturally have, do spring.

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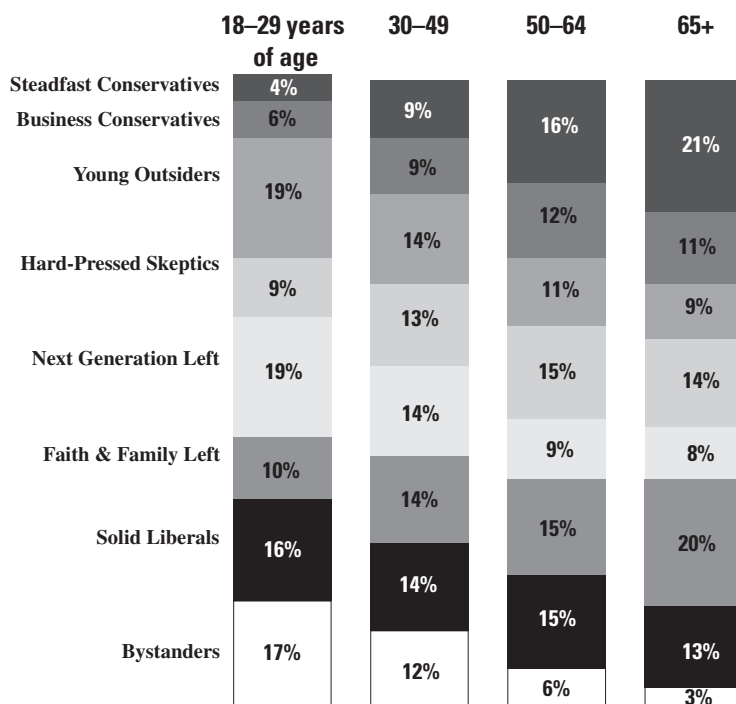
Source D

“How political typologies shift with age.” Pew Research Center.

The graph below was amassed from survey data collected in 2014 about American voters.

Political Typologies Shift with Age

Percent of Americans in each age bracket who are...



Source: 2014 Political Typology
PEW RESEARCH CENTER

GO ON TO THE NEXT PAGE.

Source E

Polling Place Rules—Office of the Minnesota
Secretary of State Steve Simon.

The following rules regarding voting are found on a website operated by the state of Minnesota.

Do not enter a polling place unless you are authorized

Only authorized people are allowed inside a polling place during voting hours, such as voters and their minor children, poll workers and someone assisting a voter. People may not gather or linger in the polling place or within 100 feet of the building.

For a complete list of who's allowed inside, see Minnesota Statutes 204C.06

Do not campaign in or near the polling place

You have the right to vote without anyone in the polling place trying to influence your vote.

No one can campaign inside the polling place or within 100 feet of the building. If the polling place is on public property, no one can campaign anywhere on the property, even beyond 100 feet. However, the prohibition of signs and campaign materials within 100 feet does not apply to adjacent private property.

Do not wear campaign materials

In the polling place, you cannot display campaign T-shirts, buttons or literature which relate to specific candidates, official political parties, or ballot questions on the ballot that day. You will need to either cover up or remove these items while in the polling place.

Do not initial or sign your ballot, or mark it with a sticker

Voters may not place pre-printed stickers on their ballot in the write-in space (Minnesota Rules 83230.1450).

Taking photos is discouraged

There is no law that strictly prohibits taking photos or videos in the polling place to record your own voting experience.

GO ON TO THE NEXT PAGE.

Source F

“Conservatives are more easily disgusted than liberals.” Yoel Inbar and David A. Pizarro, Cornell University. Paul Bloom, Yale University. 2008. Psychology Press.

The following passage is excerpted from an article by a group of academics who argue that innate genetic differences explain differing political opinions.

Given the important role that disgust plays in many people’s moral judgments and beliefs, is it possible that individual differences in the propensity to experience disgust might be associated with systematic differences in moral ideologies? Some have argued that differing conceptions of what classes of behaviours properly belong in the moral domain are the fundamental cause of the heated and seemingly intractable disagreements between political liberals and conservatives (Haidt & Graham, 2007; Lakoff, 2002). According to Haidt and Graham (2007), for instance, political conservatives, in contrast to liberals, see the maintenance of purity as an inherent moral good and thus regard disgust, the consequence of violations of purity, as a morally relevant emotion.

Leon Kass, a noted conservative bioethicist, has argued for what he calls “the wisdom of repugnance.” According to Kass, disgust at a practice such as human cloning can be “an emotional expression of deep wisdom, beyond wisdom’s power completely to articulate it” (Kass, 2001). Similarly, self-described conservatives surveyed by Haidt and Graham (2007) said that whether “someone did something disgusting” was quite relevant to deciding that an action was right or wrong, a view that was not shared by self-described liberals.

These findings point to the possibility that conservatives are more likely to experience disgust in response to specific *behaviours* that violate ideals of purity.

GO ON TO THE NEXT PAGE.

Question 2

Suggested time—40 minutes.

(This question counts for one-third of the total essay section score.)

The passage that follows is an excerpt from C.S. Lewis' *The Screwtape Letters*, a fictional series of letters from an elderly devil to a younger devil advising him on the best way to corrupt humans. C.S. Lewis (1898–1963) was a devout Christian who was widely credited for bringing religious ideas to an audience of intellectual religious skeptics. Read the passage carefully. Then, in a well-developed essay, analyze the rhetorical strategies that Lewis uses to convey his message.

My dear Wormwood,

I am delighted to hear that your patient's age and profession make it possible, but by no means certain, that
 Line he will be called up for military service. We want him to be
 5 in the maximum uncertainty, so that his mind will be filled with contradictory pictures of the future, every one of which arouses hope or fear. There is nothing like suspense and anxiety for barricading a human's mind against the Enemy. He wants men to be concerned with what they do; our
 10 business is to keep them thinking about what will happen to them.

Your patient will, of course, have picked up the notion that he must submit with patient to the Enemy's will. What the Enemy means by this is primarily that he should accept with
 15 patience the tribulation which has actually been dealt out to him—the present anxiety and suspense. It is about *this* that he is to say "Thy will be done," and for the daily task of bearing this that the daily bread will be provided. It is your business to see that the patient never thinks of the present fear as his
 20 appointed cross, but only of the things he is afraid of. Let him regard them as his crosses: let him forget that, since they are incompatible, they cannot all happen to him, and let him try to practice fortitude and patience to them all in advance. For real resignation, at the same moment, to a dozen different and
 25 hypothetical fates, is almost impossible, and the Enemy does not greatly assist those who are trying to attain it: resignation to present and actual suffering, even where that suffering consists of fear, is far easier, and is usually helped by this direct action....

30 One can therefore formulate the general rule: In all activities of mind which favour our cause, encourage the patient to be un-selfconscious and to concentrate on the object, but in all activities favourable to the Enemy bend his mind back on itself. Let an insult or a woman's body so
 35 fix his attention outward that he does not reflect "I am now entering into the state called Anger—or the state called Lust." Contrariwise let the reflection "My feelings are now growing more devout, or more charitable," so fix his attention inward that he no longer looks beyond himself to see our Enemy or
 40 his own neighbours.

Do what you will, there is going to be some benevolence, as well as some malice, in your patient's soul. The great thing is to direct the malice to his immediate neighbours whom he meets every day and to thrust his benevolence out to the
 45 remote circumference, to people he does not know. The malice thus becomes wholly real and the benevolence largely imaginary. There is no good at all in inflaming his hatred of Germans if, at the same time, a pernicious habit of charity is growing up between him and his mother, his employer, and
 50 the man he meets in the train. Think of your man as a series of concentric circles, his will being the innermost, his intellect coming next and finally his fantasy. You can hardly hope, at once, to exclude from all the circles everything that smells of the Enemy; but you must keep on shoving all the virtues
 55 outward till they are finally located in the circle of fantasy, and all the desirable qualities inward into the Will....

Question 3**Suggested time—40 minutes.**

(This question counts for one-third of the total essay section score.)

Anthropologist Margaret Mead (1901–1978) was known primarily for her work studying the customs of nonliterate, primitive peoples in the South Pacific and Southeast Asia. When asked her opinion of the modern American family, she stated, “Nobody has ever before asked the nuclear family to live all by itself in a box the way we do. With no relatives, no support, we’ve put it in an impossible situation.”

Write a carefully reasoned persuasive essay that defends, challenges, or qualifies Mead’s assertion. Use evidence from your observation, experience, or reading to develop your position.

STOP**END OF EXAM**

Completely darken bubbles with a No. 2 pencil. If you make a mistake, be sure to erase mark completely. Erase all stray marks.

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IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

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7. SEX

☐ MALE

☐ FEMALE

Section I

Start with number 1 for each new section.

If a section has fewer questions than answer spaces, leave the extra answer spaces blank.

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96. ☐ A ☐ B ☐ C ☐ D ☐ E
97. ☐ A ☐ B ☐ C ☐ D ☐ E
98. ☐ A ☐ B ☐ C ☐ D ☐ E
99. ☐ A ☐ B ☐ C ☐ D ☐ E
100. ☐ A ☐ B ☐ C ☐ D ☐ E
101. ☐ A ☐ B ☐ C ☐ D ☐ E
102. ☐ A ☐ B ☐ C ☐ D ☐ E
103. ☐ A ☐ B ☐ C ☐ D ☐ E
104. ☐ A ☐ B ☐ C ☐ D ☐ E
105. ☐ A ☐ B ☐ C ☐ D ☐ E
106. ☐ A ☐ B ☐ C ☐ D ☐ E
107. ☐ A ☐ B ☐ C ☐ D ☐ E
108. ☐ A ☐ B ☐ C ☐ D ☐ E
109. ☐ A ☐ B ☐ C ☐ D ☐ E
110. ☐ A ☐ B ☐ C ☐ D ☐ E
111. ☐ A ☐ B ☐ C ☐ D ☐ E
112. ☐ A ☐ B ☐ C ☐ D ☐ E
113. ☐ A ☐ B ☐ C ☐ D ☐ E
114. ☐ A ☐ B ☐ C ☐ D ☐ E
115. ☐ A ☐ B ☐ C ☐ D ☐ E
116. ☐ A ☐ B ☐ C ☐ D ☐ E
117. ☐ A ☐ B ☐ C ☐ D ☐ E
118. ☐ A ☐ B ☐ C ☐ D ☐ E
119. ☐ A ☐ B ☐ C ☐ D ☐ E
120. ☐ A ☐ B ☐ C ☐ D ☐ E