



Practice Test 1

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 QuestionSample Answer

Chicago is a

(A) ● (C) (D) (E)

(A) state

(B) city

(C) country

(D) continent

(E) village

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.

About Guessing

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 requirements of questions that contain the words NOT, LEAST, or EXCEPT.

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

The following is excerpted from a political leader’s 1836 address to the British Parliament’s House of Commons.

It appears to me impossible to suppose that the House will consider me presumptuous in wishing to be heard for a short time on this question....one in the highest degree
Line interesting to the people of Ireland. It is, whether we mean to
 5 do justice to that country—whether we mean to continue the injustice which has been already done to it, or to hold out the hope that it will be treated in the same manner as England and Scotland. That is the question.

England never did do justice to Ireland—she never
 10 did. What we have got of it we have extorted from men opposed to us on principle—against which principle they have made us such concessions as we have obtained from them. Years are coming over me, but my heart is as young and as ready as ever in the service of my country, of which
 15 I glory in being the pensionary and the hired advocate. I stand in a situation in which no man ever stood yet—the faithful friend of my country—its servant—its slave, if you will—I speak its sentiments by turns to you and to itself.

I require no £20,000,000 on behalf of Ireland¹—I ask you
 20 only for justice: will you—can you—I will not say dare you refuse, because that would make you turn the other way. I implore you, as English gentlemen, to take this matter into consideration now, because you never had such an opportunity of conciliating.

25 Experience makes fools wise; you are not fools, but you have yet to be convinced. I cannot forget the year 1825². We begged then as we would for a beggar’s boon; we asked for emancipation by all that is sacred amongst us, and I remember how my speech and person were treated, when I
 30 had no opportunity of reply. The other place turned us out

and sent us back again, but we showed that justice was with us. The noble lord says the other place has declared the same sentiments with himself; but he could not use a worse argument. It is the very reason why we should acquiesce
 35 in the measure of reform, for we have no hope from that House—all our hopes are centered in this; and I am the living representative of those hopes.

I have not fatigued myself, but the House, in coming forward upon this occasion. I may be laughed and sneered at by those who talk of my power; but what has created it
 40 but the injustice that has been done in Ireland? If you refuse justice to that country, it is a melancholy consideration to me to think that you are adding substantially to that power and influence, while you are wounding my country to its
 45 very heart’s core; weakening that throne, the monarch who sits upon which, you say you respect; severing that union which, you say, is bound together by the tightest links, and withholding that justice from Ireland which she will not cease to seek till it is obtained; every man must admit
 50 that the course I am taking is the legitimate and proper course—I defy any man to say it is not.

Condemn me elsewhere as much as you please, but this you must admit. You may taunt the ministry with having
 55 coalesced me, you may raise the vulgar cry of “Irishman and Papist³” against me, you may send out men called ministers of God to slander and calumniate me; they may assume whatever garb they please, but the question comes into this narrow compass. I demand, I respectfully insist: on equal justice for Ireland, on the same principle by which it
 60 has been administered to Scotland and England. I will not take less. Refuse me that if you can.

1. The author is petitioning for famine relief in the form of an immediate government loan. £20,000,000 was the exact amount the Treasury gave to slave owners when the British government outlawed slavery in the Caribbean.

2. In 1825, the British House passed a bill abolishing the author’s Catholic Association.

3. derogatory term for a Catholic

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- Which of the following best describes the writer's exigence in the passage?
 - The lack of interest among members of the British parliament to consider the rights of Irish people under common law
 - A growing Irish nationalism in rebellion to British rule
 - The need for equal justice for the citizens of Ireland under British rule
 - Widening disparities between the wealthy and the poor in Ireland
 - Irish resentment of heavy taxation under British rule
- In the opening paragraph (lines 1–8), the writer provides two possible outcomes to the problems in Ireland primarily to
 - suggest to his audience that one of those outcomes is more fair-minded than the other
 - explain why the British are reluctant to extend equal treatment to Ireland
 - emphasize the influence of Irish nationalism on his political thinking
 - suggest that the rights of the Irish people had been steadily eroding over time
 - highlight the atrocities committed against the Irish people under British rule
- In the second paragraph (lines 9–24), which of the following best characterizes the writer's position on the relationship between Ireland and Britain?
 - Because the British aristocracy is so disconnected from the needs of ordinary people, political equality can only be achieved through extortion.
 - Because the British parliament refuses to give any money to the Irish people, the author will settle for merely equal justice on behalf of his countrymen.
 - By adopting the methods suggested by the author, the Irish people have managed to secure most of their basic liberties.
 - Although the British parliament pretends to listen to the needs of the Irish people, Britain will never do justice to Ireland without extortion.
 - Although Ireland has made some progress toward greater equality, the author believes there is more action needed.
- In context, lines 9–15 (“England never . . . hired advocate”) show that the writer's tone is
 - Patronizing, yet stalwart
 - Ingratiating, yet proud
 - Somewhat bitter, yet resolute
 - Sympathetic, yet irreverent
 - Detached, yet determined
- In the third paragraph, the writer mentions “the year 1825” (line 26) in order to
 - remind the audience of a prior attempt at reform that was resisted by the British parliament
 - show that, since emancipation had failed, he must settle for reform
 - demonstrate the foolishness of the British parliament in responding to their subjects' demands
 - point out the key distinction between being foolish and being convinced
 - champion his own efforts at political reform
- Based on the overall context of this passage, the “emancipation” described in the third paragraph was most likely
 - an Act of Parliament which allowed Roman Catholics to become members of the British House of Commons
 - an Irish law which forbade the keeping of slaves or indentured servants
 - a law which forbade Catholics in Ireland to be represented by members of their own faith in Parliament
 - a law which gave all Irish people the right to vote
 - an end to Irish political grievances against the British parliament
- In the fourth paragraph (lines 38–51), the writer mentions his own power primarily to
 - question the motives of those who are hearing his speech
 - highlight the irony of the Parliament's resistance to meeting the needs of the Irish people
 - affirm the inevitable success of his political efforts
 - defend his own political influence in the face of criticism
 - challenge the listeners to accept his role as primary spokesperson for the Irish people
- In the context of the passage, all of the following phrases refer to similar ideas EXCEPT
 - “justice” (line 5)
 - “concessions” (line 12)
 - “emancipation” (line 28)
 - “reform” (line 35)
 - “power and influence” (lines 43–44)

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9. In the last paragraph, the speaker implores his listeners to
- (A) provide an explanation for why the Irish people have not yet received equal justice under the law
 - (B) explore two distasteful alternatives and choose one of them over the other
 - (C) accept that conflict is inevitable when negotiating political compromise
 - (D) set aside their personal aversion to his character in favor of equal justice for the people of Ireland
 - (E) join him in the struggle for Irish liberation
10. Elsewhere, in a letter written to a friend, the author is quoted as saying:
- “The Protestants of Ireland...are political Protestants, that is, Protestants by reason of their participation in political power.”*
- This quote best supports the arguments made in which of the following paragraphs?
- (A) Paragraph 1
 - (B) Paragraph 2
 - (C) Paragraph 3
 - (D) Paragraph 4
 - (E) Paragraph 5
11. Each of the following political actions or opinions would be consistent with the sentiments expressed in this speech EXCEPT
- (A) opposition to slavery in other countries
 - (B) promoting freedom of religion
 - (C) the use of violence in political activism
 - (D) allowing the use of both Irish Gaelic and English in public schools
 - (E) the opposition to tenant evictions by aristocratic landowners
12. Throughout the passage, the writer’s tone suggests that he
- (A) acknowledges past failures, but believes in the possibility of future success
 - (B) is triumphant about past successes, but is hungry for more advances
 - (C) is bitter about the British aristocracy, but determined to win over their approval
 - (D) believes success is unlikely, but must nevertheless be pursued
 - (E) is eager for advancement, but fatigued from failure

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Questions 13–24. Read the following passage carefully before you choose your answers.

This passage is excerpted from a speech delivered to the United Nations in Paris, France, on September 28, 1948.

I have come this evening to talk with you on one of the greatest issues of our time—that is the preservation of human freedom. I have chosen to discuss it here in France, at the Sorbonne, because here in this soil the roots of human freedom have long ago struck deep and here they have been richly nourished. It was here the Declaration of the Rights of Man was proclaimed, and the great slogans of the French Revolution—liberty, equality, fraternity—fired the imagination of men. I have chosen to discuss this issue in Europe because this has been the scene of the greatest historic battles between freedom and tyranny...

We must not be confused about what freedom is. Basic human rights are simple and easily understood: freedom of speech and a free press; freedom of religion and worship; freedom of assembly and the right of petition; the right of men to be secure in their homes and free from unreasonable search and seizure and from arbitrary arrest and punishment.

We must not be deluded by the efforts of the forces of reaction to [corrupt] the great words of our free tradition and thereby to confuse the struggle...

There are basic differences that show up even in the use of words between a democratic and a totalitarian country. For instance, “democracy” means one thing to the U.S.S.R. and another the U.S.A. and, I know, in France. I have served since the first meeting of the nuclear commission on the Human Rights Commission, and I think this point stands out clearly.

The U.S.S.R. Representatives assert that they already have achieved many things which we, in what they call the “bourgeois democracies” cannot achieve because their government controls the accomplishment of these things. Our government seems powerless to them because, in the last analysis, it is controlled by the people. They would not put it that way—they would say that the people in the U.S.S.R. control their government by allowing their government to have certain absolute rights. We, on the other hand, feel that certain rights can never be granted to the government, but must be kept in the hands of the people... I think the best example one can give of this basic difference of the use of terms is “the right to work.” The Soviet Union insists that this is a basic right which it alone can guarantee because it alone provides full employment by the government. But the right to work in the Soviet Union means the assignment of workers to do whatever task is given to them by the government without an opportunity for the people to participate in the decision that the government should do this. A society in which everyone works is not necessarily a free society and may indeed be a slave society; on the other hand, a society in which there is widespread economic insecurity can turn freedom into a barren and vapid right for millions of people.

We in the United States have come to realize it means freedom to choose one’s job, to work or not to work as one desires. We, in the United States, have come to realize, however, that people have a right to demand that their government will not allow them to starve because, as individuals, they cannot find work of the kind they are accustomed to doing, and this is a decision brought about by public opinion which came as a result of the great depression in which many people were out of work, but we would not consider in the United States that we had gained any freedom if we were compelled to follow a dictatorial assignment to work where and when we were told. The right of choice would seem to us an important, fundamental freedom.

The place to discuss the issue of human rights is in the forum of the United Nations. The United Nations has been set up as the common meeting ground for nations, where we can consider together our mutual problems and take advantage of our differences in experience... It is now as always our hope that despite the wide differences in approach we face in the world today, we can with mutual good faith in the principles of the United Nations Charter, arrive at a common basis of understanding.

13. Which of the following is most likely the reason why the author delivered this speech to the United Nations?
- (A) She was advocating for the creation of universal standards of human rights by the members of the United Nations.
 - (B) She wished to affirm the United Nations continuing commitment to the defense of human rights in all its member nations.
 - (C) As the only female member of the United States delegation, she wished to assert her power to influence the United Nations in all its endeavors.
 - (D) She wished to counteract the Soviet influence on standards of human rights in the United States.
 - (E) She wished to surrender United States’ sovereign powers to the will of the United Nations Human Rights Council.
14. The speaker’s overall purpose in the first paragraph is to
- (A) capture the listeners’ attention
 - (B) demonstrate acknowledgment of her listeners’ diverse backgrounds
 - (C) express satisfaction for the advancements already made for human rights
 - (D) inspire faith in a better future for the world
 - (E) call her listeners to direct action

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15. In the first paragraph, the author makes references to the “Declaration of the Rights of Man” and the “French Revolution” for all of the following reasons EXCEPT
- (A) to refer to important historical events with which most in her audience would be familiar
 - (B) to cite political examples of freedom and human rights installed in legal documents
 - (C) to establish herself as educated about the subject matter at hand
 - (D) to cite examples of very different interpretations of democracy and human rights
 - (E) to explain why she has chosen to deliver her speech in France
16. Throughout the passage, the writer equates “human rights” with all of the following EXCEPT
- (A) employment for all
 - (B) freedom
 - (C) the United States Bill of Rights
 - (D) democracy
 - (E) financial assistance to the poor
17. In line 50, “vapid” most nearly means
- (A) meaningless
 - (B) boring
 - (C) lively
 - (D) interesting
 - (E) porous
18. In the context of the speech, the author cites the “right to work” in line 40 as an example of
- (A) a basic human right which must be protected
 - (B) the assignment of workers to certain tasks by government force or coercion
 - (C) a term which may have different interpretations in different societies
 - (D) a euphemism for a slave society
 - (E) a phrase that is meaningless without government action to ensure its implementation
19. In the final paragraph, how does the author imply that her audience may reach a consensus on the issue of human rights?
- (A) She suggests that nations in disagreement with her stance should acquiesce to the wishes of the majority.
 - (B) She warns of the danger of persistent differences of opinion on the matters at hand.
 - (C) She acknowledges the difficulty of agreeing on core principles, but remains confident in the possibility of compromise.
 - (D) She suggests that the differences between nations are insignificant to their common goals.
 - (E) She asserts that the United Nations is the only place where real agreement between the nations involved can be had.
20. In a different excerpt from this speech is the following:
- “People who have glimpsed freedom will never be content until they have secured it for themselves.... People who continue to be denied the respect to which they are entitled as human beings will not acquiesce forever in such denial.”*
- The above quote is most related to which of the ideas expressed in this speech?
- (A) “the scene of the greatest historic battles between freedom and tyranny,” (lines 10–11)
 - (B) “We must not be confused about what freedom is.” (line 12)
 - (C) “‘democracy’ means one thing to the U.S.S.R. and another the U.S.A. and, I know, in France.” (lines 23–24)
 - (D) “a decision brought about by public opinion which came as a result of the great depression” (lines 58–59)
 - (E) “The place to discuss the issue of human rights is in the forum of the United Nations.” (lines 65–66)

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21. World War II ended in 1945 just before the creation of the United Nations, and the author delivered this speech in 1948. In keeping with these themes, all of the following are possible reasons for the timing of these events EXCEPT
- (A) The United Nations wished to prevent a future war by addressing the issue of global human rights.
 - (B) The author wanted to prevent a future war by addressing the issue of human rights at the United Nations.
 - (C) The author was already well-known for her commitment to social issues.
 - (D) After their defeat in World War II, the Soviet Union embraced democracy by joining the United Nations and adopting its tenets on human rights.
 - (E) Despite their alliance during World War II, the United States and the Soviet Union had divergent views on freedom and human rights, a challenge for the United Nations to reconcile.
22. Suppose that an American politician wished to cite principles outlined in this speech to further domestic civil rights legislation. Which assertion would be most consistent with its sentiments?
- (A) Civil rights legislation has been successfully implemented in other countries; therefore, it should be implemented in the United States.
 - (B) With proper dialogue and consent, civil rights can be implemented successfully in both foreign countries and in the United States.
 - (C) The United States has learned valuable civil rights lessons from studying the practices of other countries.
 - (D) The United States has civil rights policies that should be adopted by other countries.
 - (E) Any attempt at civil rights must be discussed by all parties affected, or else it is doomed to failure.
23. All of the following quotes by famous Americans are consistent with the themes of this speech EXCEPT
- (A) “The battle for human rights—at home and abroad—is far from over.”
 - (B) “We owe it to ourselves and to those who sacrificed so much for our liberty to keep America in the forefront of this battle [for human rights].”
 - (C) “Freedom means the supremacy of human rights everywhere.”
 - (D) “The rights of every man are diminished when the rights of one man are threatened.”
 - (E) “Knowledge makes a man unfit to be a slave.”
24. Which of the following most accurately represents the author’s views on freedom as expressed in the speech?
- (A) With great freedom comes great responsibility.
 - (B) Freedom is essential to the preservation of human rights.
 - (C) Even though freedom may lead to hunger and unemployment, it is an essential component of human rights.
 - (D) When freedom and human rights conflict, freedom should prevail.
 - (E) Democracy is defined as the maximization of human freedom.

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Questions 25–31 are based on the following passage.

The passage below is a draft.

(1) Instantly, almost 50 years since her death, her hard work and fabulous novels still have much to teach the modern audience. (2) She bravely overcame the challenges she faced and demonstrated that perseverance makes anything possible.

(3) Hurston ascribed much of her deeply individualistic personality to the experience of growing up in Eatonville, Florida. (4) The town was unique in that it was particularly hot in the summer, but mild at other times of the year. (5) Hurston always said growing up in a community totally separate from the larger white society allowed her a freedom and independence not available to everyone in the south.

(6) Hurston began her undergraduate studies at Howard University, but her obvious intelligence and talent soon earned her a scholarship to Barnard College in New York City. (7) Moving north in the 1920s thrust her into the midst of the Harlem Renaissance, a Black cultural movement that spawned exceptional achievements in literature, art, and music. (8) Interacting with the likes of Langston Hughes, W.E.B. DuBois, Billie Holiday, and Duke Ellington, Hurston developed her skills as a writer and published numerous short stories and poems. (9) The most influential work that came to define her career grew out of her attempt to capture the Black experience. (10) That novel, called *Their Eyes Were Watching God*, traced three generations of a family living in Eatonville. (11) Her authentic representation of the southern dialect caused her Harlem Renaissance contemporaries to belittle the work for what they saw as its propagation of inaccurate stereotypes. (12) Hurston, however, remained true to her project, convinced that the accuracy of her representation would ultimately prevail over the political pressures her peers sought to inflict upon her.

(13) History has shown that Hurston was right. (14) Modern critics admire her authentic and skillful representation of the language as well as her realistic portrayal of daily life in the early twentieth century. (15) She is universally applauded as one of the best writers of her era and ranked with Toni Morrison, Maya Angelou, and Alice Walker as one of the most important African American writers of all time.

25. Which of the following sentences, if placed before sentence 1, would both convey the complexity of Zora Neale Hurston's career and provide the most effective introduction to the essay?

- (A) The granddaughter of a Baptist preacher, Black writer Zora Neale Hurston was born on January 7, 1891 in Notasulga, Alabama.
- (B) Zora Neale Hurston proves to be a study in contrasts: a Black writer reaching a white audience, a woman struggling in a man's profession, and an independent thinker living in a conformist era.
- (C) Although Zora Neale Hurston was largely ignored and marginalized during her lifetime, academics have recently begun to pay closer attention to this writer who has so influenced subsequent generations of Black writers.
- (D) In 1918, Zora Neale Hurston was admitted to Howard University, a historically Black college in Washington, DC, was one of the original members of the Zeta Phi Beta Black sorority, and later founded *The Hilltop*, the university's student newspaper.
- (E) When the young Black writer Zora Neale Hurston arrived in New York City in 1925, she naturally befriended the luminaries active in the Harlem Renaissance, such as Langston Hughes and W.E.B. Dubois, and in a short time became one of its most respected members.

26. The writer wants to change the beginning of sentence 1 (reproduced below) to better set up a comparison within the paragraph and also wishes to create a more objective tone in harmony with the rest of the essay.

Instantly, almost 50 years since her death, her hard work and fabulous novels still have much to teach the modern audience.

Which version best accomplishes this goal?

- (A) Presently, almost 50 years since her death, her hard work and fabulous novels still have much to teach the modern audience.
- (B) Currently, almost 50 years since her death, her tireless advocacy for civil rights and her renowned novels still have much to teach the modern audience.
- (C) Now, almost 50 years since her death, her novels' insights into the African-American experience still have resonance with modern audiences.
- (D) At the present, almost 50 years since her death, her novels are beloved by some and scorned by others.
- (E) Almost 50 years since her death, her novels are praised by both academics and modern audiences.

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27. In sentence 4 (reproduced below), the writer wants to support the main idea about Hurston conveyed in this paragraph.

The town was unique in that it was particularly hot in the summer, but mild at other times of the year.

Which version of the underlined text best accomplishes this goal?

- (A) (as it is now)
- (B) a fairly typical Florida small town, founded in the mid-nineteenth century.
- (C) the first all-black town to be incorporated in the country.
- (D) not yet in existence at the start of the Civil War.
- (E) racially integrated, even at a time when Jim Crow laws reigned in the South.

28. The writer wants to add the following sentence to the third paragraph to provide additional explanation.

Billie Holiday's music evokes such feeling and melancholy that it's no wonder she became so popular.

Where would the sentence best be placed?

- (A) Before sentence 6
 - (B) After sentence 6
 - (C) After sentence 7
 - (D) After sentence 8
 - (E) Do not add the sentence.
29. Which sentence best exemplifies how Hurston's work was viewed by her contemporaries?
- (A) Sentence 1
 - (B) Sentence 6
 - (C) Sentence 11
 - (D) Sentence 14
 - (E) Sentence 15

30. The writer has decided to divide the third paragraph into two parts. The best place to add the new paragraph break would be at the beginning of sentence

- (A) 9, because it would indicate that Hurston's writing was most strongly influenced by Langston Hughes.
- (B) 9, because it would signal the essay's shift in focus to one of Hurston's novels.
- (C) 10, because all the remaining sentences in the paragraph provide a detailed summary of the plot of Hurston's novel.
- (D) 10, because it would indicate that the essay is now going to focus on social conditions in Eatonville.
- (E) Do not divide the paragraph into two parts.

31. The writer wants to add a phrase at the beginning of sentence 14 (reproduced below), adjusting the capitalization as needed, to set up a comparison with the idea discussed in sentence 13.

Modern critics admire her authentic and skillful representation of the language as well as her realistic portrayal of daily life in the early twentieth century.

Which of the following choices best accomplishes this goal?

- (A) However,
- (B) Today,
- (C) Thus,
- (D) In addition,
- (E) Despite this fact,

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Questions 32–38 are based on the following passage.

The passage below is a draft.

(1) Most everyone has heard of Jimmy Carter. (2) As president of the United States from 1977 to 1981, he oversaw a particularly turbulent time in American history.

(3) Yet even though Carter held America’s most powerful office, he is also renowned for the work he has done since he left the White House. (4) His record on humanitarian issues around the world sets him apart as a caring, dedicated person who wants to see the underprivileged benefit from the great wealth, power, and generosity of this country.

(5) Some of the major issues Carter has focused on throughout his career revolved around relations with the Middle East. (6) He questioned a national energy policy designed to reduce American dependence long before it was popular to do so on foreign oil and brokered a peace treaty between Israel and Egypt. (7) Likewise, he was among the first to insist publicly on basic human rights for everyone around the world, founding a non-profit organization, The Carter Center, to work toward that end. (8) Among other activities, The Carter Center works to expand modern health care to developing nations in order to contain disease and improve quality of life around the world, in many different countries.

(9) Carter works actively to improve the standard of living at home here in the United States as well. (10) He and his wife Roslyn are enthusiastic supporters of Habitat for Humanity. (11) This volunteer-based organization devotes itself to building affordable but quality housing for those who otherwise might not be able to buy a home. (12) Community workers come together on their own free time to construct, paint, and landscape simple homes, working side-by-side with the families that will occupy the residences.

(13) For all these reasons, Carter deserves respect for dedicating his career to public service. (14) Everyone can agree with his impressive philanthropy and acknowledge his obvious devotion to all of humanity.

32. The writer wants to add more information to the first paragraph to support the assertion made in sentence 2. All of the following pieces of evidence help achieve this purpose EXCEPT
- (A) a description of the Iran hostage crisis of November 1979 when 52 United States diplomats and citizens were held by militarized Iranian college students who had taken over the U.S. Embassy in Tehran
 - (B) a description of the “stagflation” that plagued the 1970s U.S. economy, a situation in which the inflation rate is high, economic growth slows, and unemployment is high
 - (C) a reference to the sudden shortage of gasoline during the summer of 1979 which led to rationing, hoarding, and higher prices for consumers
 - (D) a description of the Soviet Union’s invasion of Afghanistan which led Carter to impose a grain embargo against the Soviets, exacerbating the Cold War
 - (E) an enumeration of Carter’s pursuit of Israeli/Egyptian peace accords, Strategic Arms Limitation Talks (SALT II), and the return of the Panama Canal to Panama
33. In sentence 4 (reproduced below), which of the following versions of the underlined text would best convey its main idea while also making the tone of the passage more objective?
- His record on humanitarian issues around the world sets him apart as a caring, dedicated person who wants to see the underprivileged benefit from the great wealth, power, and generosity of this country.*
- (A) (as it is now)
 - (B) culminated in his creation of the Carter Center to promote and expand human rights for which he was awarded the Nobel Peace Prize in 2002.
 - (C) proves his commitment to the needs of average Americans.
 - (D) is best illustrated by his peace-making efforts in the ongoing Israeli-Palestinian conflict.
 - (E) continues even at the age of 97 years old; Carter is both the oldest living and most beloved president of the twentieth century.

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34. In sentence 6 (reproduced below), the writer wants to provide more detail to expand on the ideas mentioned in sentence 5.

He questioned a national energy policy designed to reduce American dependence long before it was popular to do so on foreign oil and brokered a peace treaty between Israel and Egypt.

Which version of the underlined text best accomplishes this goal?

- (A) (as it is now)
 - (B) promoted a national energy policy designed to reduce American dependence on foreign oil long before it was popular to do so
 - (C) purchased foreign oil as part of a national energy policy designed to reduce American dependence on the Middle East long before it was popular to do so
 - (D) long before it was popular to do so rejected a national energy policy designed for foreign oil to reduce American dependence on it
 - (E) promoted the purchase of oil in the Middle East as part of a national energy policy designed to reduce American demand for this commodity long before it was popular to do so
35. The writer wants to add the following sentence to the fourth paragraph to provide additional explanation.

However, Carter does not focus all his efforts abroad.

Where would the sentence best be placed?

- (A) Before sentence 9
 - (B) After sentence 9
 - (C) After sentence 10
 - (D) After sentence 11
 - (E) After sentence 12
36. In sentence 14 (reproduced below), the writer wants to summarize key points made in the essay while maintaining an objective tone.

Everyone can agree with President Carter's impressive philanthropy and acknowledge his obvious devotion to all of humanity.

Which version of the underlined text best accomplishes this goal?

- (A) (as it is now)
- (B) that the country made a grave mistake by not electing Carter to a second term.
- (C) that President Carter exemplifies the values expressed in the First Amendment to the Constitution as much as any American ever could.
- (D) that President Carter clearly had the best interests of the hostages at heart, in keeping with his commitment to human rights.
- (E) that President Carter has spent the majority of his life devoted to the service of others.

37. The writer wants to add the following sentence to the essay to provide additional explanation.

By doing so, they do more than build houses: they build communities.

Where would the sentence best be placed?

- (A) After sentence 5
 - (B) After sentence 8
 - (C) After sentence 9
 - (D) After sentence 10
 - (E) After sentence 12
38. The writer wishes to add a paragraph to the essay to further expand on its major theme. What would be the best topic for this paragraph?
- (A) Carter's tenure as governor of Georgia from 1971 to 1975, enumerating both his successes and failures
 - (B) Carter's experience as a young man when, after the death of his father, he assumed control of the family's Georgia peanut farm
 - (C) Carter's decision to pardon draft evaders after the end of the Vietnam War
 - (D) Carter's leadership in assisting victims of major hurricanes throughout the last twenty years
 - (E) Carter's decision in 2000 to sever his affiliation with the Southern Baptist Convention of churches

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Questions 39–45 are based on the following passage.

The passage below is a draft.

(1) Many people believe that language is the domain of human beings. (2) However, cats have developed an intricate language not for each other, but for the human beings who have adopted them as pets.

(3) When communicating with each other, cats’ “talk” is a complex system of nonverbal signals. (4) In particular, their tails, rather than any kind of “speech,” provide cats’ chief means of expression. (5) They also use physical contact to express their feelings. (6) With other cats, cats will use their voices only to express pain. (7) Next, incredibly, all of that changes when a human walks into the room. (8) Cats use a wide range of vocal expressions when they communicate with a person, from affectionate meows to menacing hisses. (9) Since cats’ verbal expressions are not used to communicate with other cats, it is logical to conclude that cats developed this “language” expressly to communicate with their human owners.

(10) This fact is demonstrated more clearly when observing households that have only one cat. (11) An only cat is usually very vocal, since the only creature around with whom the cat can communicate is its owner. (12) Cats with other feline companions, though, are much quieter. (13) If they want to have a conversation, they need only go to their fellow cats and communicate in their natural way.

(14) Since cats learned to meow for the sole purpose of communicating with human beings, owners should take the time to learn what their different meows mean. (15) If an owner knows, to name just a few examples, which meow means the cat is hungry, which means the cat wants to be petted, and which means the cat wants to have a little “conversation,” the bond between cat and owner will grow deeper. (16) Certainly, after a time, owners will see that communicating with their pets, not just cats, is every bit as important to forging good relationships as communicating with other humans. (17) Once, as an owner, one knows that the cat is not just making senseless noises but is making an attempt to communicate, one can make an effort to communicate in return. (18) After all, a cat isn’t meowing just for the sake of making noise; however, cats are less communicative than many other animals.

39. In sentence 2 (reproduced below), the writer wants to clearly and effectively express the ownership relationship between humans and cats.

However, cats have developed an intricate language not for each other, but for the human beings who have adopted them as pets.

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

- (A) (as it is now)
- (B) enjoy having cats in their lives.
- (C) often have dogs and other pets as well.
- (D) are naturally inclined to prefer cats to the company of dogs.
- (E) try to decode their language.

40. In sentence 3 (reproduced below), which of the following versions of the underlined text most clearly expresses the main idea of the sentence?

When communicating with each other, cats’ “talk” is a complex system of nonverbal signals.

- (A) (as it is now)
- (B) a complicated system of nonverbal signals is used by cats to “talk.”
- (C) cats “talk” with a complex system of nonverbal signals.
- (D) “talking” is done by cats with a system of complex nonverbal signals.
- (E) nonverbal signals are used by cats in a complex system.

41. The writer wants to delete sentence 6. Should the writer make this change?

- (A) Yes, because it expresses an idea already mentioned elsewhere in the essay.
- (B) Yes, because it is only another repetitive description of the ways in which cats communicate nonverbally.
- (C) No, because it provides an important exception to the general trend described in this paragraph.
- (D) No, because it provides a brief summary of the information contained in the essay up to this point.
- (E) No, because it is the only time that pain is mentioned in this essay.

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42. The writer is considering the possibility of dividing up the second paragraph into two parts and possibly adding or deleting words in order to aid the overall flow of the text, adjusting capitalization as necessary.

Should the writer make this change, and what alterations might be necessary?

- (A) Do not divide up the paragraph or make any changes to the wording.
 - (B) Begin a new paragraph after sentence 6 and eliminate the word “Next” in sentence 7.
 - (C) Do not begin a new paragraph, but eliminate the word “Next” in sentence 7.
 - (D) Begin a new paragraph after sentence 6 and replace the word “Next” with “At this time.”
 - (E) Begin a new paragraph after sentence 7 and add the word “Nevertheless” to the beginning of sentence 8.
43. The writer wants to add the following sentence after Sentence 13 to provide additional explanation.

On the other hand, the natural way for most birds to communicate is vocally, by way of the “bird song.”

Should the writer add this sentence here?

- (A) Yes, because it shows that cats are truly unique in communicating nonverbally.
- (B) Yes, because it adds a relevant and enlightening detail about another animal.
- (C) No, because it merely repeats information given earlier in the essay.
- (D) No, because it does not contribute to the development of this paragraph and the essay as a whole.
- (E) No, because it contains facts that are unverifiable by modern science.

44. Which of the following sentences, if placed after sentence 15, would emphasize that cats communicate vocally with their owners to express a large number of different emotions in addition to those listed in the previous sentence?

- (A) Many animals communicate hunger in a similar manner to the way cats do.
- (B) Cats will tell their owners when they feel pain, sadness, irritation, or love.
- (C) Cats communicate these emotions differently if they are communicating with other cats.
- (D) Humans have an easier time communicating with mammals rather than other species of animals.
- (E) The range of emotions that a cat may experience is as rich and varied as that of any living animal.

45. In sentence 18 (reproduced below), which of the following versions of the underlined text best establishes the writer’s position on the main argument of the passage?

After all, a cat isn’t meowing just for the sake of making noise; however, cats are less communicative than many other animals.

- (A) (as it is now)
- (B) rather, there’s a good chance that that cat is trying to communicate with a nearby human friend.
- (C) instead, that cat is probably trying to communicate with other cats by meowing.
- (D) on the other hand, it is better to have more than one cat so they can better experience a natural development.
- (E) likely, that cat is communicating love and friendship with every sound it makes.

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.

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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.)

The exploration of space has been dreamt of and implemented in the United States and in other countries for over 60 years. The National Aeronautics and Space Administration (NASA) was established in 1958 to plan and oversee all American space projects, including the Apollo Moon landing missions, the Skylab space station, and the Space Shuttle. Ever since its inception, space exploration has been controversial, with some saying it is an essential part of human progress and others saying that it is too expensive and dangerous to continue.

Carefully read the following six sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the notion that continued space exploration is productive and beneficial.

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 (Kennedy)
- Source B (Logsdon)
- Source C (Federal Funding)
- Source D (Highfield)
- Source E (Gallup)
- Source F (Koren)

GO ON TO THE NEXT PAGE.

Source A

Speech from President John F. Kennedy at the Rice Stadium in Texas on September 12, 1962.

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people. For space science, like nuclear science and all technology, has no conscience of its own. Whether it will become a force for good or ill depends on man, and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war. I do not say that we should or will go unprotected against the hostile misuse of space any more than we go unprotected against the hostile use of land or sea, but I do say that space can be explored and mastered without feeding the fires of war, without repeating the mistakes that man has made in extending his writ around this globe of ours.

There is no strife, no prejudice, no national conflict in outer space as yet. Its hazards are hostile to us all. Its conquest deserves the best of all mankind, and its opportunity for peaceful cooperation may never come again. But why, some say, the Moon? Why choose this as our goal? And they may well ask, why climb the highest mountain? Why, 35 years ago, fly the Atlantic? Why does Rice play Texas?

We choose to go to the Moon. We choose to go to the Moon...We choose to go to the Moon in this decade and do the other things, not because they are easy, but because they are hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one we intend to win, and the others, too.

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Source B
Excerpt from “Issues in Science and Technology.” By
John M. Logsdon, 2011.

No one aware of today’s government deficits and the overall economic situation can suggest that the United States in 2011 commit the type of financial support to future space efforts that Kennedy made available to carry out Apollo. Kennedy made and sustained his commitment to developing the capabilities needed to reach the Moon before the Soviet Union because doing so was clearly linked to enhancing U.S. global power and national pride in the Cold War setting of the 1960s. Today, there most certainly is no pressing national security question, the answer to which the answer is “go to an asteroid,” or indeed anywhere else beyond Earth orbit. Space exploration is now a discretionary activity, not a national imperative. This country’s leaders need to decide, under very difficult circumstances, whether their image of the U.S. future includes continued leadership in space exploration, and then make the even harder choice to provide on a continuing basis resources adequate to achieving that leading position.

What faces the country today with respect to the future in space is in many ways a more challenging decision than that which faced Kennedy a half-century ago. In his final months in the White House, Kennedy was prescient enough to discern one path toward a sustainable space future: making space exploration a cooperative global undertaking. In the September 1963 UN speech, Kennedy observed that “Surely we should explore whether the scientists and astronauts ... of all the world cannot work together in the conquest of space, sending some day ... to the Moon not representatives of a single nation, but representatives of all our countries.” That admonition remains relevant today.

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Source C

Federal Research and Development Funding by
Agency, FY2020–FY2022.

Table I. Federal Research and Development Funding by Agency, FY2020–FY2022

(budget authority, dollar amounts in millions)

Department/Agency	FY2020 Actual	FY2021 Estimate	FY2022 Request	FY2021–FY2022	
				Dollar Change	Percentage Change
Department of Defense	62,438	63,350	62,800	-550	-0.9%
Dept. of Health & Human Services	44,455	43,494	51,232	7,738	17.8%
Department of Energy	19,476	19,312	21,452	2,140	11.1%
NASA	14,801	13,226	14,565	1,339	10.1%
National Science Foundation	6,800	7,408	8,173	765	10.3%
Department of Agriculture	2,989	2,965	3,609	644	21.7%
Department of Commerce	1,953	2,122	2,743	621	29.3%
Department of Veterans Affairs	1,366	1,420	1,498	78	5.5%
Department of Transportation	1,043	1,024	1,339	315	30.8%
Department of the Interior	1,094	1,033	1,221	188	18.2%
Department of Homeland Security	532	590	627	37	6.3%
Smithsonian Institution	516	524	585	61	11.6%
Environmental Protection Agency	237	445	473	28	6.3%
Department of Education	344	322	346	24	7.5%
Other	582	563	597	34	6.0%
Total	158,626	157,798	171,260	13,462	8.5%

Source: CRS analysis of data from EOP, OMB, *Analytical Perspectives, Budget of the United States Government, Fiscal Year 2022, Research and Development*, May 28, 2021. https://www.whitehouse.gov/wp-content/uploads/2021/05/ap_14_research_fy22.pdf.

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Source D

“Colonies in space may be only hope, says Hawking.”
By Roger Highfield. *The Telegraph*. October 16,
2001.

The human race is likely to be wiped out by a doomsday virus before the Millennium is out, unless we set up colonies in space, Prof Stephen Hawking warns today.

In an interview with *The Telegraph*, Prof Hawking, the world’s best-known cosmologist, says that biology, rather than physics, presents the biggest challenge to human survival.

“Although September 11 was horrible, it didn’t threaten the survival of the human race, like nuclear weapons do,” said the Cambridge University scientist.

“In the long term, I am more worried about biology. Nuclear weapons need large facilities, but genetic engineering can be done in a small lab. You can’t regulate every lab in the world. The danger is that either by accident or design, we create a virus that destroys us.

“I don’t think the human race will survive the next thousand years, unless we spread into space. There are too many accidents that can befall life on a single planet. But I’m an optimist. We will reach out to the stars.”

Current theories suggest that space travel will be tedious, using spaceships travelling slower than light.

But Prof Hawking, Lucasian professor of mathematics at Cambridge, says that a warp drive, of the kind seen in *Star Trek*, cannot be ruled out.

This method of space exploration and colonisation, apparently the stuff of science fiction, could be one possible escape from the human predicament.

Prof Hawking believes that genetic engineering could be used to “improve” human beings to meet the challenges of long duration space travel.

Cyborgs, humans with computers linked to their brains, will be needed to prevent intelligent computers taking over. “I think humans will have to learn to live in space,” he said.

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Source E

CNN/USA Today/Gallup Poll. Feb. 2, 2003.

Poll questions asked on February 2nd, 2003:

“As you may know, the space shuttle Columbia broke apart and was lost as it attempted to return to Earth yesterday...In light of the space shuttle disaster yesterday in which the seven astronauts were killed do you feel the U.S. should or should not continue the manned space shuttle program?”

Should Continue	Should Not	Unsure
82%	15%	3%

“How much confidence do you have that NASA, the U.S. space agency, will be able to prevent accidents like this from happening in the future: a great deal of confidence, a fair amount, not very much, or none at all?”

A Great Deal	A Fair Amount	Not Very Much	None At All	Unsure
38%	44%	11%	6%	1%

“Looking beyond the tragedy, how would you rate the job being done by NASA? Would you say it is doing an excellent, good, only fair, or poor job?”

Excellent	Good	Only Fair	Poor	Unsure
45%	37%	13%	2%	3%

“Should the amount of money being spent on the U.S. space program be increased, kept at current levels, decreased or ended altogether?”

Increased	Current Levels	Decreased	Ended	Unsure
24%	56%	9%	7%	4%

“Some people say the United States should concentrate on unmanned missions like the Voyager probe. Others say it is important to maintain a manned space program, as well. Which comes closer to your view?”

Unmanned Missions	Manned Missions	Unsure
22%	73%	5%

“Which comes closer to your view? Yesterday’s tragedy was regrettable, but you thought something like this would happen again sooner or later. OR, yesterday’s tragedy was regrettable and you didn’t think something like this would ever happen in your lifetime.”

Thought it would happen again	Didn’t think it would happen again	Unsure
71%	28%	1%

“Based on what you have heard or read, how likely do you think it is that the loss of the Space Shuttle was a terrorist act? Do you think it was definitely an act of terrorism, probably an act of terrorism, probably not an act of terrorism, or definitely not an act of terrorism?”

Definitely an act of terrorism	Probably an act of terrorism	Probably not an act of terrorism	Definitely not an act of terrorism	Unsure
2%	10%	33%	53%	2%

GO ON TO THE NEXT PAGE.

Source F

“Risks of space colonization.” By Marko Kovic,
Futures, Volume 126, February 2021. July 2020.

“Space colonization, the establishment of permanent human habitats beyond Earth, has an enormous potential moral value because successful space colonization is the necessary condition for trillions of future people to come into existence. At the same time, however, space colonization is not risk-free. The risks of space colonization are so grave that, in a bad-case scenario, successful space colonization could create more moral disvalue than value: possibly even orders of magnitude more.

[There are] three types of risks that are created by space colonization: Prioritization risks, aberration risks, and conflict risks. Prioritization risks are risks whereby existing catastrophic and existential risks are exacerbated because of colonization efforts. Aberration risks are newly created risks due to space colonization which expand the moral circle beyond humankind and which can potentially create disvalue orders of magnitude greater than all of humankind’s potential positive future value. Conflict risks are risks related to violent conflicts caused by hostile intelligence, human or otherwise. These risk types and the specific risks within them are not an exhaustive list of all risks that are created by space colonization, but they are illustrative of the fact that the risks of space colonization is a priority that warrants scientific and public attention. In an only slightly poetically exaggerated way, space colonization can be considered the single most important juncture of human history — so much is at stake that all suffering and all happiness that has ever existed on Earth simply pales in comparison.

The issue of space colonization risks should spill over from academia into public life as soon as possible. Academic research and debate is certainly necessary in order to further map out the problem, but ultimately, our collective goal, I believe, is to establish empirically and philosophically sensible real-world governance in order to make space colonization as safe as possible. Reducing the risks of space colonization even by a tiny fraction means an enormous increase in expected moral value, or an even greater decrease in expected moral disvalue.

The future in which humankind colonizes space is vast, and so are both the potential happiness as well as the potential suffering we can fill that future with.”

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Question 2

Suggested time—40 minutes.

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

In 2015, then President Barack Obama delivered a speech at Le Bourget in Paris, France at the First Session of COP21, the United Nations Climate Change conference. Read the passage carefully. Then, in a well-developed essay, analyze the rhetorical choices Obama makes to advocate for world efforts to combat climate change.

President Hollande, Mr. Secretary General, fellow leaders. We have come to Paris to show our resolve...

Nearly 200 nations have assembled here this week—a declaration that for all the challenges we face, the growing threat of climate change could define the contours of this century more dramatically than any other. What should give us hope that this is a turning point, that this is the moment we finally determined we would save our planet, is the fact that our nations share a sense of urgency about this challenge and a growing realization that it is within our power to do something about it.

Our understanding of the ways human beings disrupt the climate advances by the day. Fourteen of the fifteen warmest years on record have occurred since the year 2000—and 2015 is on pace to be the warmest year of all. No nation—large or small, wealthy or poor—is immune to what this means.

This summer, I saw the effects of climate change firsthand in our northernmost state, Alaska, where the sea is already swallowing villages and eroding shorelines; where permafrost thaws and the tundra burns; where glaciers are melting at a pace unprecedented in modern times. And it was a preview of one possible future—a glimpse of our children’s fate if the climate keeps changing faster than our efforts to address it. Submerged countries. Abandoned cities. Fields that no longer grow. Political disruptions that trigger new conflict, and even more floods of desperate peoples seeking the sanctuary of nations not their own.

That future is not one of strong economies, nor is it one where fragile states can find their footing. That future is one that we have the power to change. Right here. Right now. But only if we rise to this moment. As one of America’s governors has said, “We are the first generation to feel the impact of climate change, and the last generation that can do something about it.”

I’ve come here personally, as the leader of the world’s largest economy and the second largest emitter, to say that the United States of America not only recognizes our role in creating this problem, we embrace our responsibility to do something about it.

Over the last seven years, we’ve made ambitious investments in clean energy, and ambitious reductions in our carbon emissions. We’ve multiplied wind power threefold, and solar power more than twentyfold, helping create parts of America where these clean power sources are finally cheaper than dirtier, conventional power. We’ve invested in energy efficiency in every way imaginable. We’ve said no to infrastructure that would pull high-carbon fossil fuels from the ground, and we’ve said yes to the first-ever set of national standards limiting the amount of carbon pollution our power plants can release into the sky.

The advances we’ve made have helped drive our economic output to all-time highs, and drive our carbon pollution to its lowest levels in nearly two decades....

And, my fellow leaders, accepting this challenge will not reward us with moments of victory that are clear or quick. Our progress will be measured differently—in the suffering that is averted, and a planet that’s preserved. And that’s what’s always made this so hard. Our generation may not even live to see the full realization of what we do here. But the knowledge that the next generation will be better off for what we do here—can we imagine a more worthy reward than that? Passing that on to our children and our grandchildren, so that when they look back and they see what we did here in Paris, they can take pride in our achievement.

Let that be the common purpose here in Paris. A world that is worthy of our children. A world that is marked not by conflict, but by cooperation; and not by human suffering, but by human progress. A world that’s safer, and more prosperous, and more secure, and more free than the one that we inherited.

Let’s get to work. Thank you very much.

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Question 3

Suggested time—40 minutes.

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

American essayist and philosopher Ralph Waldo Emerson once said: “It was high counsel that I once heard given to a young person, ‘always do what you are afraid to do.’”

Write a carefully reasoned persuasive essay that defends, challenges, or qualifies Emerson’s stance. Use evidence from your observation, experience, or reading to develop your position on the value of doing what you are afraid to do.

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.

1. YOUR NAME: _____ Last _____ First _____ M.I. _____
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5. YOUR NAME

First 4 letters of last name				FIRST INIT	MID INIT
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IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

2. TEST FORM

3. TEST CODE					4. REGISTRATION NUMBER				
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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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| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | |
| 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | |
| 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | |