



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

54

Percent of Total Grade

45%

Writing Instrument

Pencil required

Instructions

Section I of this examination contains 54 multiple-choice questions. Fill in only the ovals for numbers 1 through 54 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) state
- (B) city
- (C) country
- (D) continent
- (E) village

(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.

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.

GO ON TO THE NEXT PAGE.

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 1–10. Read the following passage carefully before you choose your answers.

This passage is from a satirical essay published in 1729.

There only remains one hundred and twenty thousand children of poor parents annually born. The question therefore is, how this number shall be reared and provided for, which, as I have already said, under the present situation of affairs, is utterly impossible by all the methods hitherto proposed. For we can neither employ them in handicraft or agriculture; we neither build houses (I mean in the country) nor cultivate land: they can very seldom pick up a livelihood by stealing, till they arrive at six years old, except where they are of towardly parts, although I confess they learn the rudiments much earlier, during which time, they can however be properly looked upon only as probationers, as I have been informed by a principal gentleman in the county of Cavan, who protested to me that he never knew above one or two instances under the age of six, even in a part of the kingdom so renowned for the quickest proficiency in that art.

I am assured by our merchants, that a boy or a girl before twelve years old is no salable commodity; and even when they come to this age they will not yield above three pounds, or three pounds and half-a-crown at most on the exchange; which cannot turn to account either to the parents or kingdom, the charge of nutriment and rags having been at least four times that value.

I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food, whether stewed, roasted, baked, or boiled; and I make no doubt that it will equally serve in a fricassee or a ragout.

I do therefore humbly offer it to public consideration that of the hundred and twenty thousand children already computed, twenty thousand may be reserved for breed, whereof only one-fourth part to be males; which is more than we allow to sheep, black cattle or swine; and my reason is, that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore one male will be sufficient to serve four females. That the remaining hundred thousand may, at a year old, be offered

in the sale to the persons of quality and fortune through the kingdom; always advising the mother to let them suck plentifully in the last month, so as to render them plump and fat for a good table. A child will make two dishes at an entertainment for friends; and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt will be very good boiled on the fourth day, especially in winter.

I have reckoned upon a medium that a child just born will weigh 12 pounds, and in a solar year, if tolerably nursed, increaseth to 28 pounds.

I grant this food will be somewhat dear, and therefore very proper for landlords, who, as they have already devoured most of the parents, seem to have the best title to the children.

- This text can best be described as
 - scientific
 - satirical
 - forthright
 - humanitarian
 - sadistic
- In the first, second, and fourth paragraphs the author relies on dubious
 - similes
 - ad hominem* arguments
 - extended metaphors
 - arguments from authority
 - appeals to ignorance

GO ON TO THE NEXT PAGE.

3. It can be inferred that the “merchants” (line 17) and the “American” (line 26) represent
- (A) cannibals who routinely eat children
 - (B) the author’s fictional acquaintances
 - (C) aristocrats who exploit the poor
 - (D) businessmen well-versed in commerce
 - (E) typical Londoners
4. The phrase “the charge of nutriment and rags having been at least four times that value” (lines 22–23) is ironic chiefly because
- (A) food was relatively cheap at that time
 - (B) “four times” is a mere approximation
 - (C) twelve pounds is a very small sum of money
 - (D) the parents could not support their children without the aid of the kingdom
 - (E) there is no evidence that the children were wearing rags
5. The word “fricassee” (line 30) is best interpreted to mean
- (A) animal
 - (B) child
 - (C) dish
 - (D) place
 - (E) master
6. Which of the following rhetorical devices does the author employ in lines 32–39?
- (A) Process analysis
 - (B) Example
 - (C) Cause and effect
 - (D) Deductive reasoning
 - (E) Analogy
7. The phrase “always advising the mother to let them suck plentifully in the last month” (lines 42–43) extends the comparison between the children and
- (A) properly nourished mammals
 - (B) poor and ruthless parents
 - (C) savages
 - (D) animals raised for slaughter
 - (E) the poor treatment of animals
8. In line 52, “dear” means
- (A) expensive
 - (B) sweet
 - (C) cherished
 - (D) unforgettable
 - (E) unhealthy
9. In context, “devoured” (line 54) is an effective word choice because
- (A) it fits both figuratively and literally
 - (B) it is appropriate only literally
 - (C) it is indicative of the landlords’ plight
 - (D) it works as a sentimental appeal
 - (E) it reveals the author’s point of view
10. The author mentions “sheep, black cattle or swine” (line 36) in order to convey which of the following ideas?
- (A) Animals are often treated more humanely than are children.
 - (B) Large numbers of animals should be kept for breeding purposes.
 - (C) Male animals are often more effective for breeding than female animals.
 - (D) The poor are often used as commodities to profit their owners.
 - (E) Marriage is not universally valued in all cultures.

GO ON TO THE NEXT PAGE.

Questions 11–22. Read the following passage carefully before you choose your answers.

This passage is excerpted from a contemporary article in a scholarly journal.

The most obvious joke in the title of Swift’s *Travels into Several Remote Nations of the World* is that what purports to be a chronicle of several excursions to remote nations turns out to be a satiric anatomy of specifically English attitudes and values. But there is a second joke. Many of the... supposedly unfamiliar and exotic sights Gulliver sees in his sixteen years and seven months of wandering in remote nations, and even the radically altered perspectives from which he sees them (as diminutive landscapes, giant people, intelligent animals, etc.), could have been seen or experienced in a few days by anyone at the tourists sights, public entertainments, shows, spectacles, and exhibitions in the streets and at the fairs of London.

It is not surprising that *Gulliver’s Travels* should be filled with the shows and diversions of London. All the Scriblerians were fascinated with popular entertainments; collectively and individually, they satirized them in many of their works. Swift shared this fascination with his fellow Scriblerians, and he transforms the sights and shows of London into an imaginative center of *Gulliver’s Travels*.

1

Gulliver himself senses that the wonders he sees in remote nations resemble popular entertainments back home in England when he notes that the capital city of Lilliput “looked like the painted Scene of a City in a Theatre.”¹ And other popular entertainments would allow Londoners to see many of the same sights Gulliver saw in Lilliput. A Londoner could experience what a miniature city looked like to the giant Gulliver by going to see the papier-mâché and clay architectural and topographical models displayed at fairs and in inns, some of which were extraordinarily elaborate and detailed, such as the model of Amsterdam exhibited in 1710, which was twenty feet wide and twenty to thirty feet long, “with all the Churches, Chappels, Stadt house, Hospitals, noble Buildings, Streets, Trees, Walks, Avenues, with the Sea, Shipping, Sluices, Rivers, Canals &c., most exactly built to admiration.”²

Miniature people, as well as miniature landscapes, could be seen in one of the most popular diversions in London, the peepshows, which were enclosed boxes containing scenes made out of painted board, paper flats, and glass panels and given the illusion of depth by mirrors and magnifying glasses. All of this was seen through a hole bored in one side. Among the most popular scenes were interiors, particularly palace interiors of European royalty, and so there is a direct analogy between peering in the hole of a peepshow and

Gulliver’s looking into the palace in Lilliput: “I applied my Face to the Windows of the middle Stories, and discovered the most splendid Apartments that can be imagined. There I saw the Empress, and the young Princes in their several Lodgings. Her Imperial Majesty was pleased to smile very graciously upon me, and gave me out the window her Hand to kiss.” The queen’s movements could have been seen in the peepshows, too, for clockwork animating the figures was introduced early in the century. And much the same illusion of a living, miniature world could be found in another popular diversion, the “moving picture,” a device in which cutout figures were placed within a frame and activated by jacks and wheels. This curiosity fascinated contemporary Londoners: “The landscape looks as an ordinary picture till the clock-work behind the curtain be set at work, and then the ships move and sail distinctly upon the sea till out of sight; a coach comes out of town, the motion of the horses and wheels are very distinct, and a gentleman in the coach that salutes the company; a hunter also and his dogs keep their course till out of sight.” Swift saw this same moving picture, or one very much like it, and was impressed.

11. The purpose of the passage is most likely to
 - (A) describe the cultural landscape in *Gulliver’s Travels*
 - (B) draw a comparison between the fictional world Gulliver experienced and the similar imaginative elements of eighteenth-century London
 - (C) point out the superfluous nature of entertainment in Swift’s London
 - (D) provide evidence that Swift’s satire is derived from the natural curiosity of European royalty
 - (E) discredit the notion that *Gulliver’s Travels* is a wholly original work

12. In the passage, the author’s overall attitude toward *Gulliver’s Travels* can best be described as
 - (A) cleverly subversive
 - (B) biting sarcasm
 - (C) generally appreciative
 - (D) halfheartedly engaged
 - (E) insistently dismissive

¹ *Gulliver’s Travels*, in *The Prose Works of Jonathan Swift*, ed. Herbert Davis, 14 vols. (Oxford: B. Blackwell, 1939–68), XI:13

² Quoted in John Ashton, *Social Life in the Reign of Queen Anne* (New York: Chatto and Windus, 1883), 219–20

GO ON TO THE NEXT PAGE.

13. “Scriblerians” (line 16) refers to
- (A) book craftsmen in London
 - (B) characters in Swift’s novels
 - (C) English politicians and aristocrats
 - (D) historians of popular entertainment
 - (E) a circle of English authors
14. It can be inferred from the second paragraph that Jonathan Swift was
- (A) a citizen of London
 - (B) a producer of public entertainments
 - (C) a member of the Scriblerians
 - (D) a painter as well as an author
 - (E) a traveling salesman
15. The stylistic feature most evident in the first two paragraphs (lines 1–20) is the use of
- (A) repeated syntactical patterns
 - (B) shifts in tense and person
 - (C) historical allusions
 - (D) a series of extended metaphors
 - (E) didactic analogies and asides
16. In describing miniature people and landscapes in the final paragraph, the author emphasizes their
- (A) size
 - (B) obscurity
 - (C) magnificence
 - (D) commonness
 - (E) transience
17. In the fourth paragraph, the author includes long quotes primarily in order to
- (A) refute the claims of his detractors that *Gulliver’s Travels* was purely imaginative
 - (B) document the connection between *Gulliver’s Travels* and popular entertainments
 - (C) challenge the prevailing scholarship on the miniature people and landscapes in *Gulliver’s Travels*
 - (D) highlight the inconsistencies within *Gulliver’s Travels* regarding miniature people and landscapes
 - (E) inform the reader of the sources for the study of miniature people and landscapes in *Gulliver’s Travels*
18. Which of the following best describes the relationship between the first section (lines 1–20) and the second section (lines 21–66) of the passage?
- (A) The second section answers the series of questions raised in the first section.
 - (B) The second section challenges the prevailing picture detailed in the first section.
 - (C) The second section undermines the positions of scholars introduced in the first section.
 - (D) The second section expands on a technical definition introduced in the first section.
 - (E) The second section provides evidence for the claims introduced in the first section.
19. Footnote 1 in line 24 indicates that
- (A) the article first appeared as an addendum to *Gulliver’s Travels*
 - (B) *Gulliver’s Travels* was first published in 1939
 - (C) the quotation “looked like the...Theater” was excerpted from *Gulliver’s Travels*, part of a 14-volume set of Swift’s works
 - (D) the quotation “looked like the...Theater” was originally written by Herbert Davis
 - (E) *Gulliver’s Travels* was reprinted in its entirety in 1939, and credited to Herbert Davis instead of Swift

GO ON TO THE NEXT PAGE.

20. Footnote 2 in line 36 indicates
- (A) the quotation was taken from a professional journal
 - (B) the quotation refers to a 1710 exhibit in Amsterdam
 - (C) the quotation originally appeared in *Gulliver's Travels* in 1883
 - (D) the quotation, describing a miniature exhibition of Amsterdam, first appeared in a book by John Ashton
 - (E) the quotation was originally published in a newspaper
21. The details in lines 46–52 suggest the scene is viewed by which of the following?
- (A) An impartial anthropologist
 - (B) An intrigued visitor
 - (C) A critical literary scholar
 - (D) An argumentative architect
 - (E) A struggling writer
22. The speaker's tone might best be described as
- (A) emphatic and insistent
 - (B) scholarly and enthusiastic
 - (C) dejected but hopeful
 - (D) erudite and cynical
 - (E) intransigent yet competent

GO ON TO THE NEXT PAGE.

Questions 23–33. Read the following passage carefully before you choose your answers.

This passage is from an eighteenth-century protofeminist work.

My own sex, I hope, will excuse me, if I treat them like rational creatures, instead of flattering their fascinating graces, and viewing them as if they were in a state of perpetual childhood, unable to stand alone. I earnestly
 Line 5 wish to point out in what true dignity and human happiness consists—I wish to persuade women to endeavour to acquire strength, both of mind and body, and to convince them that the soft phrases, susceptibility of heart, delicacy of sentiment, and refinement of taste, are almost synonymous
 10 with epithets of weakness, and that those beings who are only the objects of pity and that kind of love, which has been termed its sister, will soon become objects of contempt.

Dismissing then those pretty feminine phrases, which the men condescendingly use to soften our slavish dependence,
 15 and despising that weak elegance of mind, exquisite sensibility, and sweet docility of manners, supposed to be the sexual characteristics of the weaker vessel, I wish to show that elegance is inferior to virtue, that the first object of laudable ambition is to obtain a character as a human being,
 20 regardless of the distinction of sex; and that secondary views should be brought to this simple touchstone.

This is a rough sketch of my plan; and should I express my conviction with the energetic emotions that I feel whenever I think of the subject, the dictates of experience
 25 and reflection will be felt by some of my readers. Animated by this important object, I shall disdain to cull my phrases or polish my style;—I aim at being useful, and sincerity will render me unaffected; for, wishing rather to persuade by the force of my arguments, than dazzle by the elegance of my
 30 language, I shall not waste my time in rounding periods, nor in fabricating the turgid bombast of artificial feelings, which, coming from the head, never reach the heart—I shall be employed about things, not words!—and, anxious to render my sex more respectable to members of society, I
 35 shall try to avoid that flowery diction which has slid from essays into novels, and from novels into familiar letters and conversation.

These pretty nothings—these caricatures of the real beauty of sensibility, dropping glibly from the tongue, vitiate
 40 the taste, and create a kind of sickly delicacy that turns away from simple unadorned truth; and a deluge of false sentiments and overstretched feelings, stifling the natural emotions of the heart, render the domestic pleasures insipid,
 45 which educate a rational and immortal being for a nobler field of action.

The education of women has, of late, been more attended to than formerly; yet they are still reckoned a frivolous sex, and ridiculed or pitied by the writers who endeavour by
 50 satire or instruction to improve them. It is acknowledged that they spend many of the first years of their lives in acquiring a smattering of accomplishments: meanwhile strength of body

and mind are sacrificed to libertine notions of beauty, to the desire of establishing themselves—the only way women
 55 can rise in the world—by marriage. And this desire making mere animals of them, when they marry they act as such children may be expected to act—they dress; they paint, and nickname God’s creatures—Surely these weak beings are only fit for a seraglio!—Can they govern a family, or take
 60 care of the poor babes whom they bring into the world?

23. In the initial paragraph, the author employs both

- (A) apology and classification
- (B) irony and exposition
- (C) analogy and extended metaphor
- (D) flattery and epithets
- (E) induction and persuasion

24. In the initial paragraph, the author decries

- (A) traditional feminine attributes
- (B) traditional male attributes
- (C) modern sexuality
- (D) the importance of love
- (E) the importance of sentiments

25. In the initial paragraph, the author suggests that

- (A) men prefer strong women
- (B) a man will never truly love a strong woman
- (C) men never respect strong women
- (D) women need emotional and physical strength
- (E) women need intellectual and physical strength

26. The author ties the second paragraph to the first by using the words

- (A) “vessel” and “touchstone”
- (B) “soften” and “inferior”
- (C) “laudable” and “sex”
- (D) “slavish” and “virtue”
- (E) “soften” and “weak”

GO ON TO THE NEXT PAGE.

27. The word “vessel” (line 17) is a metaphor for
- (A) sex
 - (B) woman
 - (C) man
 - (D) phrase
 - (E) character
28. The author suggests that a woman’s worth may be best judged by
- (A) comparing her with a praiseworthy man
 - (B) examining the elegance of her writing
 - (C) evaluating the strength of her character
 - (D) evaluating her physical beauty
 - (E) examining her manners
29. The author proposes to write in a manner that is both
- (A) cogent and emotional
 - (B) polished and intellectual
 - (C) ornate and rhetorical
 - (D) elegant and cerebral
 - (E) convincing and flowery
30. The words “pretty nothings” (line 38) are a reprise of
- (A) “letters and conversation” (lines 36–37)
 - (B) “essays” and “novels” (line 36)
 - (C) “flowery diction” (line 35)
 - (D) “rounding periods” (line 30)
 - (E) “members of society” (line 34)
31. With the phrase “dropping glibly from the tongue” (line 39) the author begins
- (A) a caricature of women
 - (B) a critique of turgid bombast
 - (C) a panegyric of sugary writing
 - (D) an analysis of sentimental writing
 - (E) an extended metaphor
32. One can infer from the passage that to become strong human beings, rather than mere children, young women need
- (A) an education different from that of young men
 - (B) more understanding husbands
 - (C) obliging husbands
 - (D) a good marriage
 - (E) the same education as that of young men
33. The tone of the final paragraph is
- (A) sardonic
 - (B) lyrical
 - (C) condescending
 - (D) frivolous
 - (E) reserved

GO ON TO THE NEXT PAGE.

Questions 34–44. Read the following passage carefully before you choose your answers.

This passage is excerpted from a nonfiction work about the modern education system.

But it is important to keep in mind that the engineering of learning is very often puffed up, assigned an importance it does not deserve. As an old saying goes, *There are one and*
Line twenty ways to sing tribal lays, and all of them are correct.

5 So it is with learning. There is no one who can say that this or that is the best way to know things, to feel things, to see things, to remember things, to apply things, to connect things and that no other will do as well. In fact, to make such a claim is to trivialize learning, to reduce it to a mechanical
 10 skill.

Of course, there are many learnings that are little else but a mechanical skill, and in such cases, there well may be a best way. But to become a different person because of something you have learned—to appropriate an insight, a
 15 concept, a vision, so that your world is altered—that is a different matter. For that to happen, you need a reason. And this is the metaphysical problem I speak of.

A reason, as I use the word here, is different from a motivation. Within the context of schooling, motivation
 20 refers to a temporary psychic event in which curiosity is aroused and attention is focused. I do not mean to disparage it. But it must not be confused with a reason for being in a classroom, for listening to a teacher, for taking an examination, for doing homework, for putting up with school
 25 even if you are not motivated.

This kind of reason is somewhat abstract, not always present in one’s consciousness, not at all easy to describe. And yet for all that, without it schooling does not work. For school to make sense, the young, their parents, and their
 30 teachers must have a god to serve, or, even better, several gods. If they have none, school is pointless. Nietzsche’s famous aphorism is relevant here: “He who has a *why* to live can bear with almost any *how*.” This applies as much to learning as to living.

35 To put it simply, there is no surer way to bring an end to schooling than for it to have no end.

34. The “engineering of learning” (lines 1-2) most nearly means
- (A) development of schools
 - (B) building of schools
 - (C) educational methodology
 - (D) building up of knowledge
 - (E) study of engineering
35. The “old saying” (line 3) serves as
- (A) an analogy to the sentences that follow
 - (B) a contrast to the sentences that follow
 - (C) an illustration of the first sentence
 - (D) a historical interlude
 - (E) a tribute to tribal lays
36. The series of infinitives in the initial paragraph emphasizes that the learning process is
- (A) long and tedious
 - (B) multifaceted and impersonal
 - (C) active and varied
 - (D) difficult and trivial
 - (E) mechanical and complicated
37. According to the author, motivation is
- (A) not important
 - (B) synonymous with reason
 - (C) abstract and fleeting
 - (D) momentary and concrete
 - (E) psychological and enduring
38. Both the first and third paragraphs contain
- (A) aphorisms
 - (B) ironical statements
 - (C) syllogistic reasoning
 - (D) *ad hominem* arguments
 - (E) notable parallelism
39. In line 30, “god” most nearly means
- (A) religion
 - (B) deity
 - (C) reason
 - (D) person
 - (E) Nietzsche

GO ON TO THE NEXT PAGE.

40. The author employs the argument from authority as
- (A) a contrast to his point of view
 - (B) a relevant concrete example
 - (C) an apt analogy
 - (D) an example of cause and effect
 - (E) an illustration of the cruelty in schools
41. The paradox in the final sentence rests on
- (A) different meanings of “end”
 - (B) a crass simplification
 - (C) the comparison between schooling and learning
 - (D) the eternal process of learning
 - (E) a new way of bringing schooling to an end
42. The principal contrast employed by the author in the passage is between
- (A) education and wisdom
 - (B) theory and practice
 - (C) knowledge and literacy
 - (D) ignorance and religion
 - (E) motivation and purpose
43. Which of the following best states the subject of the passage?
- (A) The historical development of educational institutions
 - (B) The necessity of higher purpose in education
 - (C) The challenges of educational reform in the United States
 - (D) The lack of scientific rigor in educational theory
 - (E) The separation of church and state in American education
44. The passage as a whole is best described as
- (A) an objective analysis
 - (B) an impassioned plea
 - (C) a linear narrative
 - (D) a dramatic monologue
 - (E) a reasoned argument

GO ON TO THE NEXT PAGE.

Questions 45–54. Read the following passage carefully before you choose your answers.

This passage is excerpted from the 1896 Plessy vs. Ferguson case.

Line It is one thing for railroad carriers to furnish, or to be
 5 required by law to furnish, equal accommodations for all
 whom they are under a legal duty to carry. It is quite another
 thing for government to forbid citizens of the white and black
 5 races from traveling in the same public conveyance, and to
 punish officers of railroad companies for permitting persons
 of the two races to occupy the same passenger coach. If a
 state can prescribe, as a rule of civil conduct, that whites
 and blacks shall not travel as passengers in the same railroad
 10 coach, why may it not so regulate the use of the streets of its
 cities and towns as to compel white citizens to keep on one
 side of a street, and black citizens to keep on the other? Why
 may it not, upon like grounds, punish whites and blacks who
 ride together in street cars or in open vehicles on a public road
 15 or street? Why may it not require sheriffs to assign whites to
 one side of a court room, and blacks to the other? And why
 may it not also prohibit the commingling of the two races
 in the galleries of legislative halls or in public assemblages
 convened for the consideration of the political questions of
 20 the day? Further, if this statute of Louisiana is consistent with
 the personal liberty of citizens, why may not the state require
 the separation in railroad coaches of native and naturalized
 citizens of the United States, or of Protestants and Roman
 Catholics?

25 The white race deems itself to be the dominant race in
 this country. And so it is, in prestige, in achievements, in
 education, in wealth, and in power. So, I doubt not, it will
 continue to be for all time, if it remains true to its great
 heritage, and holds fast to the principles of constitutional
 30 liberty. But in view of the constitution, in the eye of the
 law, there is in this country no superior, dominant, ruling
 class of citizens. There is no caste here. Our constitution
 is color-blind, and neither knows nor tolerates classes
 among citizens. In respect of civil rights, all citizens are
 35 equal before the law. The humblest is the peer of the most
 powerful. The law regards man as man, and takes no account
 of his surroundings or of his color when his civil rights as
 guaranteed by the supreme law of the land are involved. It
 is therefore to be regretted that this high tribunal, the final
 40 expositor of the fundamental law of the land, has reached
 the conclusion that it is competent for a state to regulate the
 enjoyment by citizens of their civil rights solely upon the
 basis of race.

In my opinion, the judgment this day rendered will, in
 45 time, prove to be quite as pernicious as the decision made by
 this tribunal in the Dred Scott Case.

It was adjudged in that case that the descendants of

Africans who were imported into this country, and sold
 as slaves, were not included nor intended to be included
 50 under the word “citizens” in the constitution, and could not
 claim any of the rights and privileges which that instrument
 provided for and secured to citizens of the United States;
 that, at the time of the adoption of the constitution, they were
 “considered as a subordinate and inferior class of beings,
 55 who had been subjugated by the dominant race, and, whether
 emancipated or not, yet remained subject to their authority,
 and had no rights or privileges but such as those who held
 the power and the government might choose to grant them.”
 The recent amendments of the constitution, it was supposed,
 60 had eradicated these principles from our institutions.

I am of opinion that the state of Louisiana is inconsistent
 with the personal liberty of citizens, white and black, in
 that state, and hostile to both the spirit and letter of the
 constitution of the United States. If laws of like character
 65 should be enacted in the several states of the Union, the
 effect would be in the highest degree mischievous. Slavery,
 as an institution tolerated by law, would, it is true, have
 disappeared from our country; but there would remain
 a power in the states, by sinister legislation, to interfere
 70 with the full enjoyment of the blessings of freedom, to
 regulate civil rights, common to all citizens, upon the basis
 of race, and to place in a condition of legal inferiority a
 large body of American citizens, now constituting a part of
 the political community, called the “People of the United
 75 States,” for whom, and by whom through representatives, our
 government is administered. Such a system is inconsistent
 with the guaranty given by the constitution to each state of a
 republican form of government, and may be stricken down
 by congressional action, or by the courts in the discharge
 80 of their solemn duty to maintain the supreme law of the
 land, anything in the constitution or laws of any state to the
 contrary notwithstanding.

For the reason stated, I am constrained to withhold my
 assent from the opinion and judgment of the majority.

45. The speaker in this passage is

- (A) delivering a political speech
- (B) rendering a legal judgment
- (C) reminiscing about the past
- (D) a state governor
- (E) involved with the railroad company

GO ON TO THE NEXT PAGE.

46. In the first paragraph, the series of rhetorical questions serves the speaker's strategy of reasoning by
- (A) appeals to authority
 - (B) analogy
 - (C) description
 - (D) induction
 - (E) deduction
47. In line 28, "it" refers to
- (A) "white race" (line 25)
 - (B) "country" (line 26)
 - (C) "prestige" (line 26)
 - (D) "power" (line 27)
 - (E) "time" (line 28)
48. Which of the following best describes the rhetorical function of the sentence "There is no caste here." (line 32)?
- (A) It reiterates the claim of the previous sentence with a different syntactical structure.
 - (B) It clarifies the author's attitude toward the caste system through analogy.
 - (C) It specifies the author's preference for the best social system for the United States.
 - (D) It refutes the claims of his opponents by using a simple syntactical structure.
 - (E) It documents the claims introduced in the first paragraph by appealing to a comparison to the caste system.
49. Based on the passage, the speaker holds that
- (A) racial equality will become a reality in America
 - (B) civil equality is guaranteed by the Constitution
 - (C) racial equality is guaranteed by the Constitution
 - (D) both civil and racial equality are guaranteed by the Constitution
 - (E) neither civil nor racial equality is guaranteed by the Constitution
50. In line 45, "pernicious" most nearly means
- (A) just
 - (B) unjust
 - (C) useful
 - (D) propitious
 - (E) harmful
51. In the speaker's opinion, the Louisiana law is subject to censure by
- (A) either the United States Congress or the United States Supreme Court
 - (B) Louisiana legislation only
 - (C) United States legislation only
 - (D) the people of Louisiana only
 - (E) neither the United States Congress nor the United States Supreme Court
52. In line 66, "mischievous" is best interpreted to mean
- (A) whimsical
 - (B) insubordinate
 - (C) troublemaking
 - (D) pernicious
 - (E) disgraceful
53. The final paragraph functions as
- (A) an exception to the rule offered in the first two paragraphs
 - (B) a critique of the claims of his political and ideological opponents
 - (C) a definitive statement of dissent from the claims of the court
 - (D) a contrast to the claims of the previous paragraph
 - (E) an acknowledgement of an objection to the author's central thesis
54. The style of the entire passage can be best described as
- (A) ornate and whimsical
 - (B) dry and objective
 - (C) abstract and legalistic
 - (D) terse and opinionated
 - (E) probing and subtle

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.)

Throughout much of history, humans have defined themselves as members of their tribe. With the growth of civilization in the Neolithic period, humans began to define themselves by their village or state. By the nineteenth century, humans were defining themselves by their nation. Today, in the twenty-first century, humans are being asked to define themselves as citizens of the world.

Carefully read the following seven sources, including the introductory information for each source. Then synthesize the information from at least three of the sources and incorporate it into a coherent, well-developed essay that argues a clear position on the extent to which people are able to define themselves as global citizens.

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 (Hassanpour)
- Source B (graph)
- Source C (Symons)
- Source D (Kennedy)
- Source E (Pirie)
- Source F (Yeo)
- Source G (map)

GO ON TO THE NEXT PAGE.

Source A

Hassanpour, Amir. "The Kurdish Experience." *MERIP* 189. Middle East Research and Information Project. July 1994. Web. 31 Jan. 2017.

The following is excerpted from an article on a Web site that provides analysis and information on the Middle East.

Numbering over 22 million, the Kurds are one of the largest non-state nations in the world. Their homeland, Kurdistan, has been forcibly divided and lies mostly within the present-day borders of Turkey, Iraq and Iran, with smaller parts in Syria, Armenia and Azerbaijan. The greatest number of Kurds today still live in Kurdistan, though a large Kurdish diaspora has developed in this century, especially in the main cities of Turkey and Iran and more recently in Europe as well. Between 10 and 12 million Kurds live in Turkey, where they comprise about 20 percent of the population. Between 5 and 6 million live in Iran, accounting for close to 10 percent of the population. Kurds in Iraq number more than 4 million, and comprise about 23 percent of the population.

In the modern era, the Kurdish nation, with its distinctive society and culture, has had to confront in all of the "host" states centralizing, ethnically-based nationalist regimes—Turkish, Arab and Persian—with little or no tolerance for expressions of national autonomy within their borders. While the modes and scale of oppression have varied in time and by place, the conditions of Kurds share some important features. First, the Kurdish areas overlap nation-state borders: They thus acquire significance for "national security" and are vulnerable to interference and manipulation by regional and international powers. Second, the Kurdish regions of these countries are usually the poorest, least developed areas, systematically marginalized by the centers of economic power. Third, the dynamics of assimilation, repression and Kurdish resistance in each country have affected the direction and outcome of the Kurdish struggles in the neighboring countries. A fourth shared feature is that these Kurdish societies are themselves internally complex, and fraught with differences of politics and ideology, social class, dialect and, still in a few places, clan.

In spite of a long history of struggle, Kurdish nationalism has not succeeded in achieving its goal of independence or even enduring autonomy. Do recent events require us to change this assessment? In 1992, a Regional Government of Iraqi Kurdistan was established, but it is economically besieged and functions very much at the sufferance of a Western military umbrella. In Turkey, a ten-year-old armed struggle has effectively defied the unrestrained efforts of the Turkish state to impose a military solution, but a political solution acceptable to the Kurds does not appear imminent. The Kurdish movement, in contrast to many other national liberation movements, has experienced a persistent contradiction between its traditional leadership and the relatively developed society it seeks to liberate. Only to the extent that this may be changing does the future hold some promise for Kurdish aspirations. Today, about half the population lives in urban centers, and feudal relations of production in rural areas have almost disappeared. Yet the politics and ideology of much of the leadership can hardly be distinguished from the worldview of landed notables of the past.

GO ON TO THE NEXT PAGE.

Source B

Investing.com. Untitled graph. June 2016. Web. 31 Jan. 2017.

The following is a graphic depicting the value of the British pound sterling on June 24, 2016, the day that England voted to leave the European Union.



GO ON TO THE NEXT PAGE.

Source C

Symons, Emma-Kate. “Marine Le Pen’s New York Times op-ed is a knife in the back for France.” *Qz.com*. 19 Jan. 2015. Web. 31 Jan. 2017.

The following is excerpted from an article taking exception with the New York Times’ publication of Marine Le Pen, the leader of the French far-right political party Front National.

Since 17 people were murdered in the Paris terror attacks that started with a massacre of cartoonists, staff, and police at Charlie Hebdo magazine, The New York Times has not deemed fit to print even one caricature by the French satirical weekly, citing Muslim sensitivities.

But today the Times opened up her august op-ed pages to France’s extreme right Front National (FN) party president, Marine Le Pen, the chief Gallic spokesperson for Islamophobia and racism.

We must explain who Le Pen is here because the Times did not include even a phrase qualifying its op-ed contributor as a far right party boss, nor explaining her movement’s long history of Muslim-baiting, incitement to racial hatred, Holocaust denial, and generalized anti-foreigner bile stretching back to the grimmest days of World War II collaborationist Vichy France.

The deliberately divisive FN leader is less Pat Buchanan, the renegade Republican, as she is white supremacist David Duke, and it is highly doubtful the Times would give an op-ed to either, especially on the Martin Luther King Jr. holiday weekend.

The daughter of party founder Jean-Marie Le Pen, an avowed Algerian war-torturer, she appropriated the legacy of Albert Camus and Georges Clemenceau, then purported to speak for “The French people,” “French values,” and the national value of “laïcité,” secularism built upon the strict separation of church and state.

In 2010, to cite one notorious example among many, Le Pen compared Muslims praying in French streets (for lack of mosques) to an “occupying force” akin to the Nazis, though such outrages were airbrushed from her carefully-worded Times screed.

Her op-ed, littered with half-truths and lies, distorts the position of the French government, which strongly condemned the Charlie Hebdo attacks, the murder of police, and the attack on a Kosher market as terrorism, driven by Islamism, and as fundamentally anti-Semitic.

Of course Le Pen did not dare mention anti-Semitism, and she conveniently neglected to detail that her party promises to end all immigration, send migrants “home,” strip non-white French people arbitrarily of citizenship, close mosques and prayer halls, deport Roma peoples, close France’s borders and Europe’s free movement of peoples, leave the euro zone, and install the “national preference” for only “real” French i.e., white, nationals, thus forcing out millions of French people with dual nationality.

Le Pen is hoping to having a real shot at the French presidency in the 2017 elections, and her popularity is soaring, with more than one third of French agreeing with her views. Her success would mean a hijacking of French democracy as we know it.

The FN’s DNA is firmly fascist and Le Pen has never renounced the core of her father’s ideology; she has just presented a more acceptable face, refocused the hatred on Muslims, and calibrated her incoherent economic “platform” to sound like far-left anti-globalization populism.

But the leopard has not changed its spots. The FN remains what it always has been. It is a fascist-derived front party that capitalizes on hatred of the other, chiefly immigrants, and today, especially Muslims. Its platform espouses a monocultural white France, and its supporters are among France’s most virulently anti-Semitic voters.

Le Pen’s values are an insult to French values—the Front National abhors the legacy of the French revolution, and the universalist notion of French citizenship, as something that is not tied to race, but tied to republican French values of liberty, equality and fraternity.

GO ON TO THE NEXT PAGE.

Source D

Kennedy, Patrick F. Statement on Sri Lanka Day.
4 Feb. 2016.

The following are remarks given on Sri Lanka Day in 2016 from the Under Secretary of Management, Organization of American States, U.S. Department of State.

Thank you, Ambassador Kariyawasam, for that kind introduction, and the honor of your invitation. And I must say that I'm incredibly excited to visit your beautiful country later this month and see the progress already made on our new embassy complex.

68 years ago today, Sri Lanka found itself in good company when it joined the rather exclusive club of great nations that chose the fourth day of the month to declare independence from the United Kingdom.

Like Sri Lankans are doing today, in a few months Americans will mark our anniversary of independence, when we will also remember the heroes and patriots of years past, and reflect on how far we've come in our long quest for a more perfect union.

And like Sri Lankans of today, Americans are still striving to address some of the very challenging problems that have long bedeviled us. Problems like poverty, discrimination, and injustice.

But Sri Lankans and Americans both understand that these problems can only be solved through the use of the ballot box, the voice of a free press, the strength of a healthy civil society, and the actions of an empowered citizenry that is committed to democracy, human rights, and progress for all.

Yes, our nations share many interests in global affairs, and that makes us strong partners. We also have many of the same core values, and face many of the same hard problems. And that, I believe, makes us strong friends. For, in the words of the Roman poet Sallust, "to like and dislike the same things, that is indeed true friendship."

We love to see our friends succeed, and the accomplishments of the Sri Lankan people and their government over the past year have made all of us rightly proud.

GO ON TO THE NEXT PAGE.

Source E

Pirie, Dr. Madsen. "Ten Very Good Things: 9. Globalization." *AdamSmith.org*. 12 Oct. 2012. Web. 31 Jan. 2017.

The following is excerpted from a blog of a nonprofit organization dedicated to economic policy.

Over the course of decades globalization is turning the world into an integrated economy instead of what it has been for most of its history, a series of relatively isolated economies. The more trading that takes place, the more wealth is created, and global trade across international frontiers has created more wealth than ever before in human history, and has helped lift more people out of mere subsistence than ever before.

To poorer countries, globalization brings the chance to sell their relatively low cost labour onto world markets. It brings the investment that creates jobs, and although those jobs pay less than their counterparts in rich economies, they represent a step up for people in recipient countries because they usually pay more than do the more traditional jobs available there.

To people in richer countries, globalization brings lower cost goods from abroad, which leaves them with spending power to spare and a higher standard of living. It also brings opportunities for productive investment in high growth industries in developing countries.

Those adversely affected by the global exchanges are the people in rich countries whose output is now undercut by the cheaper alternatives from abroad. They often need to find new jobs or to be retrained to do work that adds higher value. The extra wealth generated by globalization has brought an increase in service sector employment, which provides many of the new jobs needed.

Competition from abroad forces firms to become more efficient and to use resources more efficiently. Often they choose to go upmarket, seeking higher added value products that face less competition from relatively unskilled labour. Thus firms which once sold cheap textiles move into fashion and design, and find customers among the rising middle classes in developing countries.

The integration of the world economy has brought with it an interdependence. As countries co-operate in trade with each other, they get to know each other and grow into the habit of resolving disputes by negotiation and agreement instead of by armed conflict. The 19th century French economist Frederic Bastiat expressed this pithily: "Where goods do not cross frontiers, armies will."

GO ON TO THE NEXT PAGE.

Source F

Yeo, Sophie. "China Air Pollution Blankets U.S. West Coast." *ClimateChangeNews.com*. 21 Jan. 2014. Web. 31 Jan. 2017.

The following is excerpted from an article on a website devoted to matters of climate change.

Air pollution in China is blowing over the Pacific Ocean and settling on the west coast of America, causing at least one extra day of dangerous smog in Los Angeles every year.

This is a case of getting what you pay for, according to a new study led by researchers from Peking University in Beijing.

They have calculated that approximately one quarter of the sulphate pollutants that cross into the US are tied to products created within China but destined for American consumers.

"We've outsourced our manufacturing and much of our pollution, but some of it is blowing back across the Pacific to haunt us," said co-author Steve Davis from the University of California Irvine.

"Given the complaints about how Chinese pollution is corrupting other countries' air, this paper shows that there may be plenty of blame to go around."

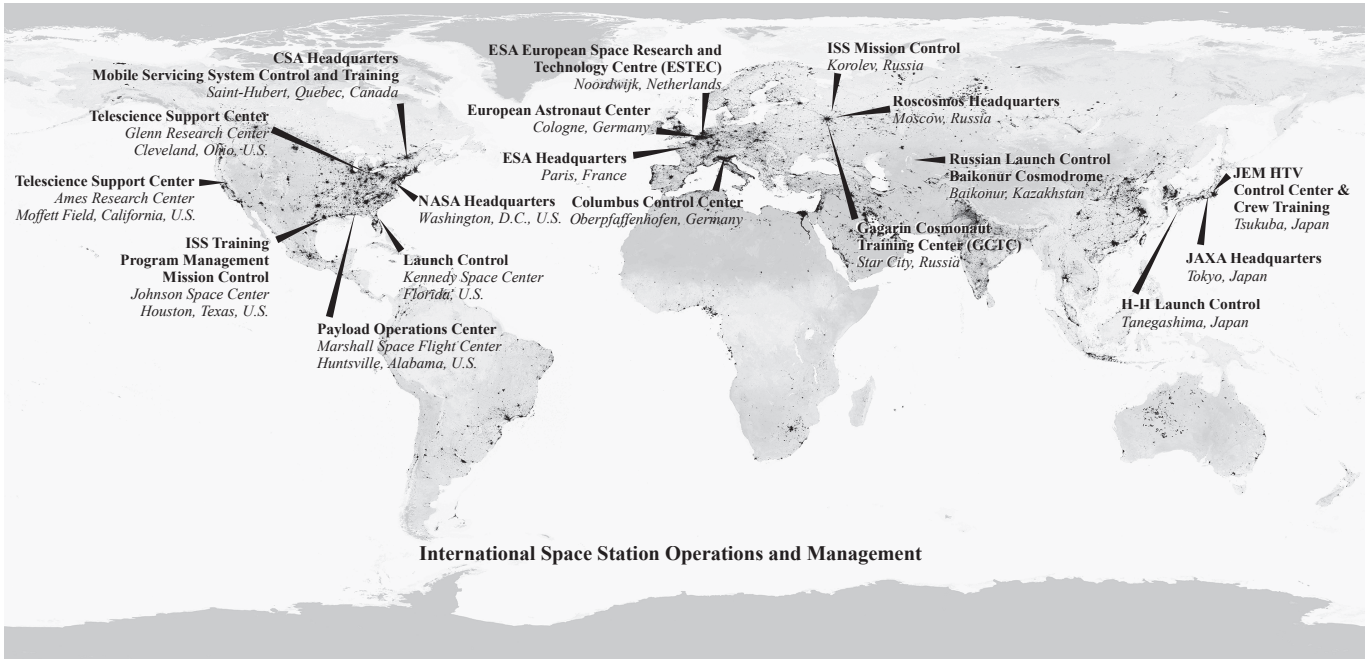
One of the drivers of the economic boom in China over the past ten years has been the demand for its exports. Between 2000 and 2007, the volume of Chinese exports grew by 390%.

At the same time, discontent over hazardous levels of air pollution in cities such as Beijing has been growing. Today, the governor of Hebei, the province surrounding Beijing, threatened to fire any officials who add new steel capacity, and thus increase the amount of coal being burnt.

GO ON TO THE NEXT PAGE.

Source G
“International Space Station Operation and Management.” *NASA.gov*. Web. 31 Jan. 2017.

The following chart describes the various international facilities that support the operation and management of the International Space Station, launched in 1998.



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 Emmeline Pankhurst’s “Freedom or Death” speech, delivered in Hartford, Connecticut on November 13, 1913. Pankhurst was a British political activist and leader of the women’s suffrage movement in Britain who was widely criticized for her militancy. The following speech addresses her critics and defends the tactics of the suffragettes. Read the passage carefully. Then, in a well-developed essay, analyze the rhetorical strategies Pankhurst uses to convey her message.

- Tonight I am not here to advocate woman suffrage. American suffragists can do that very well for themselves.
- I am here as a soldier who has temporarily left the field
 Line of battle in order to explain—it seems strange it should have
 5 to be explained—what civil war is like when civil war is
 waged by women. . . . Since I am a woman it is necessary to
 explain why women have adopted revolutionary methods in
 order to win the rights of citizenship. We women, in trying
 to make our case clear, always have to make as part of our
 10 argument, and urge upon men in our audience the fact—a
 very simple fact—that women are human beings.
- Suppose the men of Hartford had a grievance, and they
 laid that grievance before their legislature, and the legislature
 obstinately refused to listen to them, or to remove their
 15 grievance, what would be the proper and the constitutional
 and the practical way of getting their grievance removed?
 Well, it is perfectly obvious at the next general election the
 men of Hartford would turn out that legislature and elect a
 new one.
- 20 But let the men of Hartford imagine that they were
 not in the position of being voters at all, that they were
 governed without their consent being obtained, that the
 legislature turned an absolutely deaf ear to their demands,
 what would the men of Hartford do then? They couldn’t vote
 25 the legislature out. They would have to choose; they would
 have to make a choice of two evils: they would either have to
 submit indefinitely to an unjust state of affairs, or they would
 have to rise up and adopt some of the antiquated means by
 which men in the past got their grievances remedied.
- 30 Your forefathers decided that they must have
 representation for taxation, many, many years ago. When
 they felt they couldn’t wait any longer, when they laid all the
 arguments before an obstinate British government that they
 could think of, and when their arguments were absolutely
 35 disregarded, when every other means had failed, they began
 by the tea party at Boston, and they went on until they had
 won the independence of the United States of America.
- It is about eight years since the word *militant* was first
 used to describe what we were doing. It was not militant at
 40 all, except that it provoked militancy on the part of those who
 were opposed to it. When women asked questions in political
 meetings and failed to get answers, they were not doing
 anything militant. In Great Britain it is a custom, a time-
- honored one, to ask questions of candidates for parliament
 45 and ask questions of members of the government. No man
 was ever put out of a public meeting for asking a question.
 The first people who were put out of a political meeting for
 asking questions were women; they were brutally ill-used;
 they found themselves in jail before 24 hours had expired.
- 50 We were called militant, and we were quite willing to
 accept the name. We were determined to press this question
 of the enfranchisement of women to the point where we were
 no longer to be ignored by the politicians.
- You have two babies very hungry and wanting to be fed.
 55 One baby is a patient baby, and waits indefinitely until its
 mother is ready to feed it. The other baby is an impatient
 baby and cries lustily, screams and kicks and makes
 everybody unpleasant until it is fed. Well, we know perfectly
 well which baby is attended to first. That is the whole history
 60 of politics. You have to make more noise than anybody else,
 you have to make yourself more obtrusive than anybody else,
 you have to fill all the papers more than anybody else, in
 fact you have to be there all the time and see that they do not
 snow you under.
- 65 When you have warfare things happen; people suffer;
 the noncombatants suffer as well as the combatants. And
 so it happens in civil war. When your forefathers threw
 the tea into Boston Harbor, a good many women had
 to go without their tea. It has always seemed to me an
 70 extraordinary thing that you did not follow it up by throwing
 the whiskey overboard; you sacrificed the women; and there
 is a good deal of warfare for which men take a great deal
 of glorification which has involved more practical sacrifice
 on women than it has on any man. It always has been so.
- 75 The grievances of those who have got power, the influence
 of those who have got power commands a great deal of
 attention; but the wrongs and the grievances of those people
 who have no power at all are apt to be absolutely ignored.
 That is the history of humanity right from the beginning.
- 80 Well, in our civil war people have suffered, but you cannot
 make omelettes without breaking eggs; you cannot have civil
 war without damage to something. The great thing is to see
 that no more damage is done than is absolutely necessary,
 that you do just as much as will arouse enough feeling to
 85 bring about peace, to bring about an honorable peace for the
 combatants; and that is what we have been doing.

GO ON TO THE NEXT PAGE.

We entirely prevented stockbrokers in London from telegraphing to stockbrokers in Glasgow and vice versa: for one whole day telegraphic communication was entirely
90 stopped. I am not going to tell you how it was done. I am not going to tell you how the women got to the mains and cut the wires; but it was done. It was done, and it was proved to the authorities that weak women, suffrage women, as we are supposed to be, had enough ingenuity to create a situation
95 of that kind. Now, I ask you, if women can do that, is there any limit to what we can do except the limit we put upon ourselves?

GO ON TO THE NEXT PAGE.

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

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

In response to the issue of racial imbalance, a sociologist argued, “Neutrality in our society is supposed to be the great equalizer because we believe that, if we don’t favor any one group, things will work themselves out and become more equal. But the thing is this: neutrality has this effect only if there is no previous social or historical context. But that’s not how the real world is. There is, in fact, a social and historical context for every situation. So if I were being “neutral” and viewing everyone as being the same, ignoring personal contexts, I wouldn’t be promoting equality because I would be ignoring the differences that exist and allowing the inequalities to continue to exist, given that I wouldn’t do anything to help change them. Identifying problems and actively promoting solutions are necessary to effect useful change; being neutral is consenting to the status quo.”

In a well-written essay, develop your position on whether a “neutral” stand on race perpetuates racial imbalance today. Use appropriate evidence from your reading, experience, or observations to support your argument.

STOP**END OF EXAM**

HOW TO SCORE PRACTICE TEST 1

Section I: Multiple-Choice

$$\frac{\text{Number of Correct (out of 54)}}{\text{Number of Correct (out of 54)}} \times 1.2500 = \frac{\text{Weighted Section I Score (Do not round)}}{\text{Weighted Section I Score (Do not round)}}$$

Section II: Free Response

(See if you can find a teacher or classmate to score your essays using the guidelines in Chapter 4.)

$$\begin{array}{l} \text{Question 1} \\ \text{Question 2} \\ \text{Question 3} \end{array} \quad \frac{\text{Score (out of 9)}}{\text{Score (out of 9)}} \times 3.0556 = \frac{\text{Weighted Score (Do not round)}}{\text{Weighted Score (Do not round)}}$$

AP Score Conversion Chart English Language and Composition	
Composite Score Range	AP Score
112–150	5
98–111	4
80–97	3
55–79	2
0–54	1

$$\text{Sum} = \frac{\text{Weighted Section II Score (Do not round)}}{\text{Weighted Section II Score (Do not round)}}$$

Composite Score

$$\frac{\text{Weighted Section I Score}}{\text{Weighted Section I Score}} + \frac{\text{Weighted Section II Score}}{\text{Weighted Section II Score}} = \frac{\text{Composite Score (Round to nearest whole number)}}{\text{Composite Score (Round to nearest whole number)}}$$

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: _____
 (Print) Last First M.I.

SIGNATURE: _____ **DATE:** ____/____/____

HOME ADDRESS: _____
 (Print) Number and Street

_____ City State Zip Code

PHONE NO. : _____
 (Print)

5. YOUR NAME

First 4 letters of last name				FIRST INIT	MID INIT
A	A	A	A	A	A
B	B	B	B	B	B
C	C	C	C	C	C
D	D	D	D	D	D
E	E	E	E	E	E
F	F	F	F	F	F
G	G	G	G	G	G
H	H	H	H	H	H
I	I	I	I	I	I
J	J	J	J	J	J
K	K	K	K	K	K
L	L	L	L	L	L
M	M	M	M	M	M
N	N	N	N	N	N
O	O	O	O	O	O
P	P	P	P	P	P
Q	Q	Q	Q	Q	Q
R	R	R	R	R	R
S	S	S	S	S	S
T	T	T	T	T	T
U	U	U	U	U	U
V	V	V	V	V	V
W	W	W	W	W	W
X	X	X	X	X	X
Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z

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				
0	A	0	0	0	0	0	0	0	0
1	B	1	1	1	1	1	1	1	1
2	C	2	2	2	2	2	2	2	2
3	D	3	3	3	3	3	3	3	3
4	E	4	4	4	4	4	4	4	4
5	F	5	5	5	5	5	5	5	5
6	G	6	6	6	6	6	6	6	6
7		7	7	7	7	7	7	7	7
8		8	8	8	8	8	8	8	8
9		9	9	9	9	9	9	9	9

6. DATE OF BIRTH

Month	Day		Year	
<input type="radio"/> JAN				
<input type="radio"/> FEB				
<input type="radio"/> MAR	0	0	0	0
<input type="radio"/> APR	1	1	1	1
<input type="radio"/> MAY	2	2	2	2
<input type="radio"/> JUN	3	3	3	3
<input type="radio"/> JUL		4	4	4
<input type="radio"/> AUG		5	5	5
<input type="radio"/> SEP		6	6	6
<input type="radio"/> OCT		7	7	7
<input type="radio"/> NOV		8	8	8
<input type="radio"/> DEC		9	9	9

7. SEX

MALE

FEMALE

Practice Test 1 Start with number 1 for each new section.
 If a section has fewer questions than answer spaces, leave the extra answer spaces blank.

- | | | | |
|---|---|---|---|
| 1. <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 | 31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 2. <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 | 32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3. <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 | 33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 48. <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 | 19. <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 | 49. <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 | 20. <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 | 50. <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 | 21. <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 | 51. <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 | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 52. <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 | 23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 53. <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 | 24. <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 | 54. <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 | 25. <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 | 55. <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 | 26. <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 | |
| 12. <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 | 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | |
| 13. <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 | 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | |
| 14. <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 | 44. <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 | 30. <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 | |