

Texas Christian University

2016 TCU APSI for English

The AP Literature MC Test

Parts of a Multiple-choice Question

Who sent the first internet email using the "@" symbol? > Stem

- a. Al Gore
- b. Douglas Engelbart
- c. Ray Tomlinson
- d. Vint Cerf

"Distractors"

Answer

Jerry W. Brown

jerry@jerrywbrown.com

website: www.jerrywbrown.com

AP Multiple-Choice Test-Taking Strategies

General Instructions: The multiple choice section of the recent exams consists of 50-55 questions on four to six passages which have to be answered in one hour. Strategies that help students consist of reading comprehension practices and familiarity with the exam structure.

1. Quickly survey ALL of the reading passages and note the number of questions attached to each one. Start with the passage that you think you might understand the best AND has a significant number of questions attached to it. After you have worked through that passage, attack the passage that is your second favorite, and so on. This means that you might complete the last passage first if you think that is your best passage, while leaving the first passage for last (because you feel it is your weakest).
2. Skim the questions, not the choices or distracters, to identify what the constructors of the test think is important in the passage. As you skim the questions mark them with an "F" for Forest (General, over-all, big picture question) and "T" for Tree (line specific question) [**Courtesy of Beth Priem**]
3. The directions are always the same for each section: "Read the following passage carefully before you choose your answer." **Remember** that the questions that say "Not, Least, and Except are really well crafted true/false or yes/no questions which are **time bandits**.
4. Aggressively attack the questions. Remember that questions do NOT become more difficult as they progress.
5. Don't be afraid to use the test as a source of information. Sometimes, another question will help you answer the one you are stuck on.
6. Read the questions **CAREFULLY!** Many wrong answers stem from misreading the question; know what is being asked.
7. As you read the piece, carefully note the introductory paragraph and the last paragraph and mark the key topic.
8. Mark any rhetorical shifts usually identified with conjunctions such as But, Although, Since, etc.
9. Read the passages actively by circling the items that seem to be addressed in the questions.
10. Read a few lines before and a few lines after a line question (usually a sentence) to make sure your inference is correct.
11. Be deliberate in your reading; words are there for a reason. Do not imagine what isn't there.
12. Read the questions crossing out obvious wrong answers: a question that contradicts the passage, is irrelevant to the passage, or repeats the same information in more than one question. Remember: Read all the choices, but there is only **one right answer**: mark and move on.
13. All questions follow the order of appearance in the passage; nothing is out of sequence.
14. Make sure ALL parts of your answer are true. Some answers might contain two ideas, one of which is not supported in the passage.
15. Pay attention to punctuation to note how the writer has organized the flow of ideas within paragraphs.
16. Watch your time by avoiding a re-reading the passage. **READ CAREFULLY** the first time.
17. Do not linger, obsess, or dither over any one question. Do not **perseverate**. You should move at a brisk, but comfortable pace throughout the questions.
18. For antecedent questions, look in the middle of the line numbers suggested: rarely is the answer the nearest or the farthest away from the pronoun in the question.
18. Go over the test when you are finished. When you go over the test, make sure you read the question correctly and that you answered what it asked. Do not change answers unless you are certain that you made a mistake. If you are not absolutely sure the answer you want to change is incorrect, go with your first impression. Almost without fail, first associations are correct.
20. With approximately 90 seconds left to go in this one-hour section, pick a letter and bubble in any remaining answers. You should complete the test as thoughtfully as possible for 58-59 minutes and then fill in any remaining empty bubbles in the last 90 seconds.

Since this is a **skill-based test**: there is little chance that you will have seen the passages before, but the questions the test asks focus on **higher-level reading skills**.

Helpful Reminder: Until your brain is warm and focused, you will have a tendency to miss questions. So, be very careful with your first few questions of the test and your first couple of questions on a new passage.

Reminder Two: Students tend to lose focus and confidence during this section of the test. As a result, students will miss a series of questions because of lost concentration and internal doubts.

1982 Exam Stems

1. The headings of the stanzas, _____, indicate which one of the two is being/acting/winning/speaking
2. In the poem, which of the following best describes the relationship between _____ and _____?
3. Which of the following devices is dominant in the first stanza?
4. The notion of an _____ that can _____ and an _____ that can _____ (lines __) suggests that
5. In the context of the first stanza, the lines __ express a longing to be freed/separated/saved/cured/released
6. Which of the following best sums up what is said in lines _____?
7. What does line __ suggest about the nature of _____?
8. Which of the following best restates the question posed in lines _____?
9. Lines __ are best understood to mean that
10. " _____ " (line __) refers metaphorically to
11. Which of the following best describes the effect of the metaphor in lines _____?
12. The last four lines, which extend the length of the last stanza, have the effect of?
13. Which of the following most fully expresses the cleverness of _____ in its impingement on the _____
14. The primary distinction made in the first paragraph is one between
15. Which of the following best describes the function of the first sentence in the passage?
16. The phrase " _____ " (line __) is best read as a metaphor relating to
17. In context, the clause " _____ " (lines __) suggests which of the following?
18. According to the passage, writers who are most aware of _____ would be those who _____
19. In the first paragraph, the author is most concerned with explaining/berating/defining/developing/summarizing
20. In lines __, the repeated linkage of the words _____ and _____ can be interpreted as an emphasis on the
21. According to lines __, which of the following would be a _____ and _____ attitude for a young writer to hold?
22. The author implies that " _____ " (lines __) because following it leads to
23. The " _____ " (line __) is best understood as that which
24. In line __, " _____ " refers to which of the following?
25. In lines __, the author refers to " _____ " as an example/a part/evidence
26. Which of the following is implicit before " _____ " (lines __)?
27. The function of the quotation in lines __ is primarily to support/refute/ridicule/show/add
28. The development of the argument can best be described as progressing from the assertion/summary/statement/criticism/description
29. Taken as a whole, the passage is best described as a narrative/a technical discussion/an argument/an expository/a descriptive
30. The speaker assumes that the _____ referred to in lines __ will come proclaiming
31. According to the speaker, the prophet's " _____ " (line __) will probably not be heeded because
32. In the phrase, " _____ " (line __), the speaker is suggesting that
33. In line __ the speaker is doing which of the following anticipating/despairing/exchanging/heeding/prescribing
34. In lines __, the speaker is asserting that
35. The speaker implies that without " _____ " we would
36. The phrase " _____ " (line __) implies
37. The " _____ " (line __) refers to
38. The phrase " _____ " (line __) is best understood as
39. According to the speaker, we use the images of " _____ " (line __), " _____ " (line __), and the " _____ " (line __) literally/as metaphors/as similes/to reinforce/to explain
40. Which of the following best describes an effect of the repetition of the phrase " _____ " (line __)

41. Which of the following best paraphrases the meaning of line ____
- 42? Which of the following best describes the poem as a whole?
43. Which of the following best describes the "_____" in the passage?
44. The opening sentence can best be described as
45. In line ____ "which" refers to
46. The speaker contrasts his preferred _____ with which of the following?
47. In lines _____, which of the following does NOT modify "_____" (line____)
48. Which of the following is true about the syntax of the clause "_____" (lines ____)
49. The phrase "_____" (lines____) modifies
50. In lines____ "_____" means which of the following?
51. The best contrast with the image of "_____" (lines____) is
52. After line ____, the author's tone becomes more
53. The most explicit suggestion that _____ is contained in
54. When the author says, "_____" (lines ____), he is commenting on
55. Which of the following best describes the passage as a whole?

1987 Exam Stems

1. The phrase "_____" (line __) is best interpreted to mean that
2. The phrase "_____" (lines __) evokes
3. The phrase "_____" (lines __) presents an example of
4. _____ had hated her _____ primarily for
5. The image of "_____" (line __) is a reference to
6. In context, which of the following depends on "_____" (line____)
7. in context, the phrase "_____" (line __) is best interpreted to mean
8. The parable of _____ (lines __) serves primarily to
9. _____ believed that the very best characteristic of human nature is
10. In the parable of _____, "_____" (line____) most likes represents
11. It can be inferred that each _____ who _____ "_____" (line____) to see _____ was
12. Which of the following best describes _____ at the end of the passage?
13. The tone of the last two paragraphs (lines __) is best described as
14. Which of the following best describes how _____ felt about the influence of _____ and _____ on her character?
15. All of the following represent figurative language EXCEPT
16. The _____ pictured in lines ____ is best described as which of the following
17. The _____ described in lines ____ is pictured chiefly in his role as
18. The change referred to in line __ is described as one from "_____ to _____"
19. In line __, the phrase "_____" is best taken to mean which of the following
20. The relationship between lines __ and lines __ is best described by which of the following
21. In lines __, the desire to _____ is seen chiefly as
22. In lines____, the speaker regards himself as
23. The main point made about _____ and _____ is lines ____ is that
24. Lines _____ suggest that
25. Beginning in line __, the speaker does which of the following
26. In line _ the phrase "_____" refers to
27. According to the speaker, "_____" (line____) lack all of the following vices EXCEPT
28. In lines ____, the speaker attempts to do which of the following recapitulate/recount/offer/draw/chastise

29. According to line __, the speaker finds value in which of the following aspects of poetry?
30. According to the speaker, a positive aspect of poetry is its
31. According to the speaker, poets are despicable if they imitate/become/fail/mock/compose
32. This excerpt is written in which of the following?
33. The passage contains all of the following rhetorical devices EXCEPT
34. It can be inferred from the passage that the speaker would agree with which of the following statements about ____?
35. In the passage's second sentence the speaker uses language that might best describe a
36. It is most likely that the _____ " _____ " (line __) in order to study/admit/remind/trick/hide
37. The speaker's _____ is concerned that his _____'s fear may make/weaken/subvert/cause/prompt
38. The comparisons in lines __ of _____ with the _____ and " _____ " suggest that _____ is all of the following EXCEPT
39. In lines _____, that speaker suggests that _____ is motivated by
40. The sentence beginning " _____ " (lines __) supports the speaker's proposition that _____ is /may/cannot
41. One could at least partially rebut the implication of lines__ by noting that a man who is " _____ " might
42. "They" in line__ refers to
43. A more conventional, but still accurate, replacement for "nor" in line __ would be
44. " _____ " (lines __) appears to be a contradictory statement because
45. At the conclusion the speaker finds that he
46. Which of the following seems LEAST compatible with the speaker's _____?
47. In the first section of the poem (lines__), the speaker seeks to convey a feeling of
48. In context, " _____ " (line__) suggests that
49. The speaker gives symbolic significance to which of the following?
50. Lines __ and __ (" _____ ") are best understood to mean which of the following?
51. In lines __, the _____ is compared to
52. Which of the following occurs directly because the _____ is " _____ " (line __).
53. The speaker's description of the _____ of the _____ emphasizes all of the following EXCEPT its
54. In lines __, " _____ " suggests that
55. In line __, " _____ " functions as which of the following an adjective modifying/an adverb modifying
56. in lines __, the speaker compares
57. In the poem, the _____ is, for the speaker, all of the following EXCEPT
58. Lines __ can best be described as a digression/change/counterargument/metaphorical/simile
59. In the last section of the poem, the speaker implies that to try to _____ the " _____ " (line __) is
60. It can be inferred that _____'s attitude toward the speaker's speculations is one of
61. The poem is an example of which of the following verse forms?

1991 Exam Stems

1. The speaker of the passage is most likely a
2. In the first paragraph, the speaker characterizes the _____ primarily by describing their
3. The dominant technique in the first paragraph is the use of
4. Which of the following best describes the order in which objects are presented in paragraph one?
5. In context, " _____ " (line__) is best interpreted as
6. The words " _____ " (line __) and " _____ " (line __) contribute which of the following to the development of the passage?

7. The _____ and _____ are characterized in terms of which of the following aspects of their lives?
8. The characterization of the _____ in lines __ is marked by
9. In line __, "they" refers to
10. In the second paragraph, the author develops a contrast between
11. In the second paragraph, the speaker characterizes the _____ primarily by describing their
12. The primary rhetorical purpose of the passage is to
13. Which of the following best describes the organization of the passage?
14. The speaker is best described as
15. It can be inferred that the rhythm and diction of the concluding lines ("_____") are intended to reflect
16. The phrase "_____" emphasizes which of the following?
17. In lines __, there is an implied comparison between _____ and
18. In lines __, _____ implies that "_____" are
19. In lines __, _____ makes use of
20. The two quotations in lines _____ by _____ are seen by _____ as
21. _____'s "_____" (line __) are not comforting because they
22. In line __, the "_____" are mentioned as which of the following? subjects/rabble/people/criminals
23. In line __, "_____" refers to the idea that the
24. When _____ says "_____" (line __), he means that he
25. In line __, "_____" is best interpreted as meaning
26. Which of the following best restates the meaning of lines __?
27. In the passage, _____ uses language primarily to
28. In the passage, _____ reflects on all of the following EXCEPT
29. In the passage, _____ exhibits which of the following?
30. The speaker implies that the _____ is
31. The speaker implies that there is a similarity between the
32. An example of the literary device of apostrophe is found in line
33. In line __, "_____" refers to the
34. Which of the following is an irony presented in the poem?
35. A major rhetorical shift in the poem occurs in line
36. Which of the following lines is closest in meaning to lines __ and __?
37. The final stanza of the poem primarily expresses the speaker's
38. The basic meter of the poem is
39. The speaker characterizes the life of the _____ as
40. In line __, "its" refers to
41. In the first sentence (lines _____) of the passage is characterized by which of the following
42. The succession of phrases "_____" in lines _____ emphasizes the
43. The antecedent of the word "them" is
44. The chief effect of the diction in the sentence "_____" (lines __) is to provide
45. The predominant tone of the speaker toward the _____ is one of
46. The function of the sentence beginning "_____" (lines __) is to
47. The description "_____" (lines __) serves to
48. The description in the _____ sentence (lines __) is characterized by all of the following EXCEPT
49. Which of the following indicates the major shift in the development of the speaker's exposition?
50. In the passage, the _____ functions as
51. Which of the following is the most logical deduction from the speaker's assertions?

52. Which of the following are the most prominent images in the passage?
53. The central rhetorical strategy of the passage is to

1994 Exam Stems

1. The passage is primarily concerned with
2. In lines ____, the words "_____" have which of the following effects? they retard/they satirize/they highlight/they change/they emphasize
3. Which of the following best describes the effect produced by the repetition of the phrase "_____" in lines ____ and ____
4. It can be inferred from the phrase "_____" (line __) that _____
5. In lines ____, the pronoun "it" in the phrase "_____" refers to
6. The depiction of _____'s "_____" and _____'s "_____" (lines __) serves what specific function in the narrative progress of the passage? it diverts/it retards/it provides/it counters/it offers
7. In context, "_____" (line __), "_____" (line __), and "_____" (line __) serve to evoke/situate/highlight/mask/endorse
8. The qualifiers "_____" (lines __) and "_____" (lines __) suggest that
9. The image of "_____" (line __) suggests all of the following EXCEPT
10. The attention the speaker pays to the details of _____ serves primarily to
11. The style of the passage as a whole is characterized by
12. The irony in the passages as a whole rests chiefly on the conflict between
13. The point of view in the passage is that of
14. Which of the following best describes the effect produced by the repetition of the words "_____" and "_____" throughout the passage?
15. The poem dramatizes the moment when the speaker
16. The poem contains which of the following?
17. In the context of the poem, the phrase "_____" (line __) is best paraphrased as
18. Which of the following pairs of words refers to different entities?
19. When the speaker says the _____ will deny ever having seen him (lines __), he means that
20. A principle purpose of the use of "_____" (line __) is to foreshadow/emphasize/serve/compensate/contrast
21. In the context of the poem, the expression "_____" (line __) is best interpreted to mean
22. Lines ____ describe an example of
23. In line __ "_____" is best paraphrased as
24. By the expression "_____" (line __), the speaker means that he will have
25. Which of the following pairs of phrases most probably refers to the same moment in the sequence of events in the poem?
26. In the final stanza, the speaker anticipates
27. Which of the following is LEAST important to the theme of the poem?
28. The tone throughout the poem is best described as one of
29. Which of the following descriptions is an example of the narrator's irony?
30. Which of the following phrases most pointed refers to _____'s _____ character?
31. In context, the adjective "_____" (line __) is best interpreted as meaning
32. The use of the word "_____" in line __ is an example of which of the following?
33. In the context of the sentence, the phrases "_____" (line __) and "_____" (line __) are used to show _____'s
34. Which of the following terms is (are) meant to be taken ironically?

35. The passage suggests that, as member of _____, _____ was
36. Which of the following statements best defines _____'s relationship with _____?
37. Which of the following best describes the effect of the last paragraph?
38. The narrator attributes _____'s attitude and behavior to which of the following factors?
39. The style of the passage as a whole can be best characterized as
40. The narrator's attitude toward _____ can best be described as one of
41. In the first stanza, the _____ is presented chiefly as
42. The _____ is most probably called a " _____ " (line __) because it
43. How many reasons does the speaker give to try to explain why the _____ " _____ " (line __)
44. The speaker hypothesizes that _____ might be
45. The diction used to describe _____ in lines _____ suggests that
46. In line __, " _____ " refers to something that
47. The object of "to" in line __ is
48. For the speaker, the _____ and _____ are similar in that they both
49. In line __, the speaker implies that the _____ had/was/understood/preferred
50. In line __ the cause of the _____ is described in language most similar to that used by the speaker to describe
51. In the poem as a whole, the speaker views _____ as being essentially
52. The speaker makes a categorical assertion at all of the following places in the poem EXCEPT
53. Which of the following lines contains an example of personification?
54. Lines _____ have all of the following functions EXCEPT to return/illustrate/link/emphasize/evoke
55. The _____'s words (lines __) convey a sense of

1999 MC Stems

1. Which of the following is the primary meaning of the word " _____ " as it is used in the passage?
2. _____'s first words (" _____ ") are surprising because _____ prevents/claims/thinks/implies/is not responding
3. From the context, the reader can infer that " _____ " (line __) is
4. _____ probably calls the quotation in lines __ " _____ " because he considers/knows/believes/sees
5. _____'s view of _____ might best be described as
6. In lines __ (" _____ "), the speaker makes use of all of the following EXCEPT
7. The primary rhetorical function of the sentence " _____ " (lines __) is to introduce/provide/undermine/distinguish
8. In line __, the " _____ " refers to English
9. The second of _____'s two speeches repeats the argument of the first that
10. Which of the following does _____ explicitly endorse?
11. From the passage, we can infer that the art _____ would most value would be characterized by all of the following EXCEPT
12. In the passage, _____ ridicules all of the following commonly accepted ideas about _____ EXCEPT
13. The comedy of the passage derives chiefly from
14. The central opposition of the poem is between
15. The speaker views the _____, _____, and the _____ as
16. The " _____ " (line __) most probably refer to
17. In line __, " _____ " most probably refers metaphorically to
18. For the speaker, the _____ and the _____ have which of the following in common?

19. One effect of " _____ " (line __) is to emphasize the speaker's feeling of _____
20. In line __, " _____ " is best understood to mean _____
21. Grammatically, the word " _____ " (line __) functions as _____
22. The speaker perceives the coming of _____ chiefly in terms of _____
23. Which of the following is a subject treated in the poem?
24. The most conventional, least idiosyncratic aspect of the poem is its _____
25. The sentiments expressed in the poem are closest to those expressed in which of the following quotations from other poets?
26. Throughout the passage, _____ is addressing _____
27. Which of the following adjectives best describes _____'s speech?
28. In the simile in line __, " _____ " is used to stand for _____
29. The phrase " _____ " (line __) refers to _____
30. Lines ____ are based on which of the following?
31. In line __, " _____ " means _____
32. Which of the following best paraphrases lines ____ (" _____ ")?
33. _____'s comment " _____ " (lines __) does which of the following?
asserts/implies/compares/suggests/contrasts
34. Which of the following is used most extensively in the passage?
35. The poem is best described as _____
36. Line __ suggests which of the following _____
37. Line __ presents an example of _____
38. Lines ____ most strongly convey the speaker's _____
39. What does the speaker convey in lines ____?
40. The _____ quality of the _____ allows the speaker to experience all of the following in the poem EXCEPT _____
41. All of the following contrasts are integral to the poem EXCEPT _____
42. The imagery of the poem is characterized by _____
43. The title suggests which of the following?
44. The narrator provides the clause " _____ " most probably as _____
45. In line __, " _____ " refers to _____'s belief that _____
46. Lines ____ chiefly serve to show that _____ was capable of _____
47. In lines ____, " _____ " is best interpreted to mean that _____
48. The dominant element of ____ and _____'s meeting (lines __) is _____
49. The images in lines ____ suggest that _____
50. In line __, " _____ " is best interpreted to mean _____'s _____
51. The chief effect of the imagery and figures of speech in lines ____ is to _____
52. By comparing _____ to " _____ " (line __) the narrator invites further comparison between _____
53. The excerpt is chiefly concerned with a plan/decision/hope/dispute/problem _____
54. Which of the following best describes _____'s speech?
55. At the ____ of the excerpt, _____ probably believes that _____ had been _____

2004 MC stems

1. The narrator's use of the adverbs " _____ " and " _____ " as nouns signifying types of _____ helps to emphasize the _____s' essential/concern/style/indifference/sense _____
2. The _____ in the passage are characterized chiefly by description of their _____

3. In context, " _____ " (line __) suggests which of the following about the conversation of the _____?
4. The use of the sentence " _____ " in line __ and again in line __ suggests that the points of view of the _____ and the _____ are equally
5. From line __ to line __ the passage is best described as an example of
6. What do lines __ suggest about the relationship portrayed between _____ and _____?
7. The narrator implies that the situation in which the _____ and _____ find themselves is a kind of
8. In line __, the word " _____ " might be ironic because the
9. Overall, the passage suggests that immortality
10. The last sentence of the passage is characterized by
11. Both the _____ and the _____ are portrayed as
12. In lines __ (" _____ "), the narrator does which of the following?
suggests/introduces/emphasizes/supplies
13. The _____ and _____ mentioned in the first paragraph primarily serve to
reveal/show/suggest/present/illustrate
14. In line __, the author uses the word " _____ " to form a connection between
15. The effect of quoting _____ 's words in line __ is to
characterize/represent/emphasize/suggest/illustrate
16. _____ submits to having her " _____ "(line __) primarily because she
chooses/is/wants
17. Which of the following words associated with _____ best conveys how her _____ would like her to be?
18. In line __, the reference to " _____ " does which of the following? gently mocks/sincerely
endorses/affectionately endorses/scathingly criticizes/ruefully echoes
19. Why is _____ 's _____ disturbed by her " _____ " (line __)
20. _____ could find no comfort in his _____ 's developing qualities because
21. Which of the following most aptly describes _____ 's interactions with her _____?
22. In this passage, _____ is presented as
23. In context, which phrase most directly indicates a judgment made by the narrator?
24. The passage employs all of the following contrasts EXCEPT one between
25. The poem is best described as a
26. In lines __, the speaker conveys a sense of
27. The phrase " _____ " (line __) refers specifically to
28. The images in lines __ (" _____ ") contrast most directly with
29. In line __ (" _____ "), the speaker suggests which of the following?
30. In the context of the poem, the term " _____ " (line __) suggests
31. By deciding to " _____ " (line __), the speaker in effect does which of the following?
apologizes/accepts/questions/dramatizes
32. The description of the " _____ " (line __) most directly suggests that
33. In line __, " _____ " probably refers to the _____ 's
34. The structure of the poem is determined by the speaker's emotions/movements/ideas/values/history
35. The main purpose of the passage is to urge/explain/unmask/ridicule/condemn
36. In the context of the passage, the first sentence is best viewed as
37. In line __, " _____ " is best understood to mean
38. In the second paragraph, the goddess criticism is portrayed as being
39. In line __, " _____ " is best understood to mean
40. Which of the following is personified in the passage?
41. In the third paragraph, the speaker primarily portrays the _____ as being

42. In the passage as a whole, the speaker portrays _____ as being especially
43. The speaker characterizes the _____ as being all of the following EXCEPT
44. It can be inferred from the passage that _____ in the speaker's time were most concerned with
45. In the section of the essay that immediately follows this passage, the speaker probably does which of the following? shows/gives/discusses/explains/urges
46. Which of the following best describes the speaker's present situation?
47. In the context of the entire poem, it is clear that " _____ " (line __) expresses the speaker's inability/belief/desire/failure/assumption
48. In line __, " _____ " means
49. In the poem, the _____ and _____ are characterized as hostile/indifferent/favorable/exploitable/fickle
50. In context " _____ " (line __) refers to
51. Which two lines come closest to stating the same idea?
52. In line __, " _____ " refers to the
53. What is the function of the final couplet (lines __)? explains/comments/describes/undercuts/suggests
54. The speaker is best described as displaying which of the following?
55. Taken as a whole, the poem is best described as

2009 MC stems

1. The use of the present tense throughout the poem helps reinforce the speaker's
2. The speaker experiences a tension primarily between
3. The speaker considers her work at the _____ to be
4. Lines _____ seem to suggest the
5. The interjection in line ____ serves primarily to
6. In line __, the description of the _____ helps to do which of the following emphasize/link/convey/cause/show
7. Which of the following lines best conveys the speaker's sense of time which at the _____?
8. Which two lines come closest to contradicting each other?
9. The speaker and the _____ are portrayed through descriptions of their mannerisms/attitudes/clothing/relationships/tastes
10. Which of the following literary devices is most used in the poem?
11. In line __, " _____ " refers to
12. The first sentence makes use of which of the following literary techniques?
13. The description of the _____ in lines __ (" _____ ") functions as sustained metaphor that effectively
14. All of the following verbs have the same subject EXCEPT
15. Lines ____ (" _____ ") are primarily characterized by
16. Which of the following is true of the sentence " _____ " (lines __)?
17. Which of the following best describes the author's figurative treatment of " _____ " (lines __)?
18. The description of the " _____ " as " _____ " (line __) suggests which of the following?
19. The passage establishes a mood of
20. the primary purpose of the passage is
21. Which of the following best describes the tone of the passage?
22. In line __ " _____ " most directly means
23. In context, " _____ " (line __) suggests which of the following?
24. The brief sentence in line __ emphasizes the
25. The " _____ " (line __) most directly refers to the
26. The central metaphor in the _____ stanza compares the _____ to
27. Which statement best defines the role of the _____ stanza? It shifts/amplifies/reveals/re-

creates/anticipates

28. The image of the ____ in lines ____ is that of both a
29. All of the following convey a striking visual effect produced by the ____ EXCEPT lines
30. "_____" (lines ____) emphasizes the ____'s
31. The final ____ line ("_____") suggest that ____ can
32. The last two lines of each stanza comprise
33. The tone of the speaker is best described as
34. In the context of the paragraph in which it appears, "_____" (line __) connotes all of the following EXCEPT
35. The reference to "_____" (lines __) serves to introduce/comment/describe/present/establish
36. In lines ____ ("_____"), the narrator is most concerned with providing a sense of the
37. The use of the word "_____" in lines __ and __ serves to disparage/emphasize/convey/point out/suggest
38. Lines ____ imply that "_____" likely experienced feelings of
39. Lines ____ ("_____") serve to emphasize/link/signal/develop/juxtapose
40. The two views described in line ____ can be characterized as
41. In the ____ paragraph, the response of the ____ to the ____ is best described as
42. The phrase "_____" (line __) emphasizes which quality of the ____?
43. Which of the following best describes how ____ regards his own situation?
44. The tone of the last paragraph is best described as
45. Which of the following happens at the end of the passage?
46. The speaker's question in line __ is justified based on the logic of
47. In line __, the speaker refers to one who
48. In context, "_____" (line __) most nearly mean
49. The second stanza (lines ____) suggests the relationship between
50. Which of the following best paraphrases lines ____?
51. The "_____" (line __) refers to the ____'s
52. In lines ____, the speaker explains that he would have
disrespected/disappointed/demeaned/denied/shortchanged
53. In the final stanza (lines ____), the speaker claims that he will support/maintain/win/revel/try
54. In the final stanza (lines ____), the speaker's attitude toward his situation is best described as
55. The poem can best be described as the speaker's attack/plea/lament/argument/defense

2012 MC Stems

1. The poem deals with all of the following EXCEPT the
2. The second stanza (lines ____) primarily serves to
3. Which best describes the speaker's implication in lines ____?
4. In the fourth stanza (lines ____), the speaker's explanation is best described as one of
5. In context, "_____" (line __) is best understood to express the speaker's
6. In line __, "_____" most likely refers to a
7. The fifth stanza (lines ____) makes use of all of the following EXCEPT
8. In context, "_____" (line __) most nearly means
9. The last three stanzas (lines ____) are best understood to suggest that remembering the loved one is

10. Which is the best paraphrase of line ____?
11. The speaker's "_____" (line ____) is for a
12. The pronoun "it" (line ____) refers to the speaker's
13. The concept of "_____" (line ____) is most like that of
14. Which of the following best describes a central paradox of the poem?
15. In context, "_____" (lines ____) is best understood to mean the
16. By learning the language of the _____, the speaker gains
17. The statement "_____" (lines ____) contains an example of
allegory/personification/simile/onomatopoeia/metaphor
18. All of the following are found in the sentence in lines ____ ("_____") EXCEPT
19. In line __, "_____" is best interpreted to mean
20. In the second paragraph, the natural aspects of the _____ are viewed as
21. Which of the following best describes the relationship between the first paragraph and the second?
22. As used in lines __ and __, "_____" is best interpreted to mean
23. The passage primarily suggests that
24. _____'s action is best described as
25. In line __, "_____" is best interpreted to mean
26. According to the passage, why does _____ not enter the _____ by the _____?
27. In which of the following lines does an epic simile begin?
28. Which of the following lines contains a play on words?
29. In line __, "_____" refers to
30. In line __, the "_____" is analogous to
31. The subject of "_____" (_____) is
32. Which of the following lines most probably contains a commentary on the poet's own era?
33. The imagery in the passage suggests all of the following about _____ EXCEPT his
34. It can be inferred from lines ____ that _____
35. _____ interprets _____ refusal to allow him to carry her "_____" (line __) as evidence of her
36. The sentence "_____" (line __) conveys which of the following?
37. The passage suggests that _____ would like _____ "_____" (lines ____) because
38. _____'s sense of the words "_____" and "_____" (lines ____) stands in ironic contrast to
39. The use of the dash in line __ indicates that
40. In the sentence "_____" (lines ____), which of _____'s qualities is most apparent?
41. Which of the following has an effect on _____ similar to that of the _____ advertisement in the first paragraph?
42. For which of the following reasons are the words "_____ . . . _____ . . . _____ . . . _____" (lines ____)
attractive to _____?
43. In lines ____, _____'s conjectures about going to the _____ and going to a _____ by _____ serve to indicate

44. Compared with the style of lines ____, the style of lines ____ is best described as
45. The final sentence (lines ____) differs from the rest of the passage in that it
46. Which of the following best describes the way the passage is narrated?
47. Which of the following is true of _____'s attitude toward _____ throughout the passage?
48. In the poem, the _____ is mainly depicted as
49. Lines ____ ("_____") incorporate all of the following EXCEPT
50. Line _ contains which of the following? Onomatopoeia/Antithesis/Alliteration/A simile/An oxymoron
51. The effect of the allusion in lines ____ is to

52. Lines _____ (“_____”) suggest that the _____
53. The last four lines (_____) suggest that the _____
54. The poem makes use of which of the following?
55. In the poem, the speaker is most concerned with representing the _____

1982 Exam Poetry and Prose

A Dialogue Between the Soul and Body -- Andrew Marvell (1621-1678) Questions 1 - 13
A selection from Tradition and the Individual Talent -- T.S. Eliot (1888-1965) Questions 14 - 29
Advice to the Prophet - Richard Wilbur (1959) Questions 30 - 42
Walden by Henry David Thoreau -- Chapter 13 - *House-Warming*(1817-1862) Questions 43 - 55

1987 Exam Poetry and Prose

Their Eyes Were Watching God (selection) - Zora Neale Hurston (1937) Questions 1 - 15
The First Epistle of the Second Book of Horace, imitated (selection) - Alexander Pope (1688 - 1744) Questions 16 - 32
Meditation VI - John Donne (1572 - 1631) Questions 33 - 46
The Eolian Harp - Samuel Taylor Coleridge (1772-1834) Questions 47 - 61

1991 Exam Poetry and Prose

White Noise (selection) - Don DeLillo - 1985 -- Questions 1 - 15
Richard II, Act V, scene v - Shakespeare - 1564 -1616 - Questions 16 - 29
Lady with A Falcon - May Sarton - 1978 - Questions 30 - 38
Mountain Beauty - John Ruskin - 1819 -1900 - Questions 39 - 53

1994 Exam Poetry and Prose

Go Tell It on the Mountain (selection) - James Baldwin (1924 - 1987) Questions 1 - 14
My Picture - Abraham Cowley - 1656 - Questions 15 - 28
Vanity Fair (selection) - William Makepeace Thackeray - 1811 - 1863 Questions 29 - 40
A Whippoorwill in the Woods - Amy Clampitt - 1990 - Questions 41 - 55

1999 Exam Poetry and Prose

The Decay of Lying - Oscar Wilde - 1891 - Questions 1 - 13
I dreaded that first Robin - Emily Dickinson - 1862 - Question 14 - 25
Volpone - Ben Jonson - 1601 Questions 26 - 34
Facing It - Yusef Komunyakaa - 1988 - Questions 35 - 43
A New England Nun - Mary E. Wilkins - 1891 - Questions 44 - 55

2004 Exam Poetry and Prose

A Brief Version of Time (article) - Alan Lightman - 1993 - Questions 1 - 11
The Mill on the Floss (selection) - George Eliot - 1860 - Questions 12 - 24
The Albuquerque Graveyard - Jay Wright - 1987 - Questions 25 - 34
The Critic (Part 1) (selection) - Samuel Johnson - 1759 - Questions 35 - 45
Sonnet 90 - William Shakespeare - 1609 - Questions 46 - 55

2009 Exam Poetry and Prose

Patty's Charcoal Drive-in - Barbara Crooker - 1992 - Questions 1 - 10
A Tale of Two Cities: Part 1 Chapter 5 (selection) Charles Dickens -1859 - Questions 11 - 21
The Imaginary Iceberg - Elizabeth Bishop - 1979 - Questions 22 - 33
Jude the Obscure (selection) - Thomas Hardy - 1895 - Questions 34 - 45
To an Inconstant One - Sir Robert Ayton - 1570 - 1638 - Questions 46 - 55

2012 Exam Poetry and Prose

Remembrance - Emily Brontë – 1818 – 1848 – Questions 1 – 14
“Two Ways of Seeing a River” – Mark Twain – 1883 – Questions 15 – 23
Paradise Lost, Book IV, [The Argument] - John Milton - 1608 - 1674 – Questions 24 – 33
To The Lighthouse – Virginia Woolf – 1927 – Questions 34 – 47
The Frog In The Swimming Pool - Debora Greger – 1993 – Questions 48 – 55

Multiple Choice Devices and years they appeared on the test 1982-2009
(If a word appears more than once, it appeared on the test(s) more than once.)

a syllogism/1999	assertion/1982/1991/1999
abstract idea/1982/1994	auditory/1999
abstraction/1982/1994	Ballad meter/1987
adjective modifying/1987	Biblical allusions/1982//1991/1994/1999
adverb modifying/1987	biblical story of Noah (allusion)/1982//1991/1994/1999
allegorical /1982/1999/2009	Blank verse1/1987
allegory /1982/1999/2009	capitalization/1999
allegory/1982/1999/2009	categorical assertion/1994
allusion/1982/1994/1999/2009	cause-and-effect analysis/3004
allusion/1982/1994/1999/2009	character/1987
allusion1982/1994/1999/2009	circular reasoning/1999
Amassment of imagery to convey a sense of chaos/1991	classification and comparison/2004
ambiguity/1987	colloquial/1999
ambiguity/1987/2009	comical/2004
analogy/1987	compare/1999
analogy/1999	complex sentence/1994
analysis of a process/2004	complex structure/2004
analysis/1999	conclusive logic2004
anecdotal narrative/1987/1999/2004	concrete evidence/1982
anecdote/1987/1999/2004	connotation/2009
anecdote/1987/1999/2004	contradiction/2009
antecedent/1991	contrast/1982/1987 /1991/1994/1999/2004
anticlimax/2009	contrast/1982/1987 /1991/1994/1999/2004
antithesis/1999/2009	contrast/1982/1987 /1991/1994/1999/2004
antithesis/1999/2009	contrast/1982/1987 /1991/1994/1999/2004
apology/2004	contrast/1982/1987 /1991/1994/1999/2004
apostrophe/1987/1991	contrast/1982/1987 /1991/1994/1999/2004
apostrophic speech/1987/1991	contrast/1982/1987 /1991/1994/1999/2004
appositive/1999	conventional metrical patterns/1991
assert/1982/1991/1999	counterargument/1987
assertion (vocabulary/device)/1982/1991/1999	couplet/1987/2004/2009
	couplet/1987/2004/2009

cynical/1987
Dactylic hexameter/1987
deduction/1991
description/1982/1987
descriptive/1982/1987
diction/1994/1999
diction/1994/1999
dimeter/1991
direct object/1999
discursive memoir/2004
dramatic dialogue/2004
dramatic irony/1987/1999/2009
dramatic irony/1987/1999/2009
dramatic irony/1987/1999/2009
elaborate metaphors/2004
elegiac/2009
elevated romantic atmosphere/1991
emblem/1991/1994
emblem/1991/1994
ends justifying means/2009
end-stopped lines/1982
entreaty/2004
euphemism/1991/1994
euphemisms/1991/1994
evaluative argument/2004
exaggerated description/1987/1994/1999
exaggeration/1987/1994/1999
exaggeration/1987/1994/1999
exclamatory sentence/1994
exposition/1982/1991/1994/1999
exposition/1982/1991/1994/1999

expository sentences/1982/1991/1994/1999
expository/1982/1991/1994/1999
extended allegory/1994
extended definition /1982
extended metaphor/1994
figurative language/1987
first-person who speaks of himself in third-person/1994
foreboding/2009
foreshadow/1994/2009
foreshadow/1994/2009
Free verse/1987
Heroic couplets/1987/2004/2009
hexameter/1991
hyperbole/1991/1999
hyperbole/1991/1999
hypothesis/1982
hypothesizes/1994
hypothetical/2004
iambic pentameter/1982
iambic tetrameter/1987
illustration of an abstract idea by extended definition/1991
image/1982
image/1987/1991/1999/2004/2009
image/1987/1991/1999/2004/2009
image/1987/1991/1999/2004/2009
image/1987/1991/1999/2004/2009
imagery/1987/1991/1999/2004/2009
images/1987/1991/1999/2004/2009
images/1987/1991/1999/2004/2009
imply/1999
independent clauses/2009

indirect object/1999
insult/1999
interjection/2009
internal rhyme/1982
interpretive sentences/1994
interrelated impressions/1999
ironic commentary/see irony
ironic reference/see irony
ironic wit/see irony
ironic/1982/1987/1991/1994/1999/2004/2009
ironic/1982/1987/1991/1994/1999/2004/2009
ironic/1982/1987/1991/1994/1999/2004/2009
ironically/1982/1987/1991/1994/1999/2004/2009
irony/1982/1987/1991/1994/1999/2004/2009
irony/1982/1987/1991/1994/1999/2004/2009
irony/1982/1987/1991/1994/1999/2004/2009
irony/1982/1987/1991/1994/1999/2004/2009
irony/1982/1987/1991/1994/1999/2004/2009
linkage (vocabulary/device)/1982
lists/1987
logical paradigms/1987
lyric verse/1987
main thesis/1982
metaphor (x)/1982 /1987/1991/1994/1999/2004/2009
metaphor/1982 /1987/1991/1994/1999/2004/2009
metaphor/1982 /1987/1991/1994/1999/2004/2009
metaphor/1982 /1987/1991/1994/1999/2004/2009
metaphor/1982 /1987/1991/1994/1999/2004/2009
metaphoric/1982 /1987/1991/1994/1999/2004/2009
metaphorical/1982 /1987/1991/1994/1999/2004/2009
metaphorical/1982 /1987/1991/1994/1999/2004/2009
metaphorically/1982 /1987/1991/1994/1999/2004/2009

metaphysical conceits/1991
meter/1999
mixed metaphors/1999
mock heroic style/2009
mood/2009
multiple modifiers/1991
mutual consensus/2009
Narration of a series of events/1991
narrative/1982
nonparticipating spectator/1994
omniscient narrator/1994
opposition/1999
oxymoron/1991/1999
oxymoron/1991/1999
parable/1982 /1987
parable/1982/1987
paradox/1987/1991/1999/2009
paradox/1987/1991/1999/2009
paradoxical hyperbole/1999
paradoxical/1987/1991/1999/2009
paradoxical/1987/1991/1999/2009
parallel structures/1987/1991/2004
parallel syntax/1987/1991/2004
parallel syntax/1987/1991/2004
paraphrase(s)(ed)1982/1994/1999/2009
paraphrase(s)(ed)1982/1994/1999/2009
paraphrase(s)(ed)1982/1994/1999/2009
Paraphrase paraphrase(s)(ed)1982/1994/1999/2009
parenthetical/1999
parody/1982
participating observer/1994

pastoral elegy/2004
pathos/1999
pentameter/1991
periodic form and balance/1991
personification/1987/1994//1999/2004/2009
personification/1987/1994//1999/2004/2009
personification/1987/1994//1999/2004/2009
personification/1987/1994/2004/2009
personified/1987/1994/2004/2009
phrase(s) (ed) 1982/1987/1991/1994/1999/2004/2009
phrase(s) (ed) 1982/1987/1991/1994/1999/2004/2009
phrase(s) (ed) 1982/1987/1991/1994/1999/2004/2009
phrase(s) (ed) 1982/1987/1991/1994/1999/2004/2009
phrase(s) (ed) 1982/1987/1991/1994/1999/2004/2009
phrase(s) (ed) 1982/1987/1991/1994/1999/2004/2009
phrase(s) (ed) 1982/1987/1991/1994/1999/2004/2009
poetic drama/2004
point of view/1994
pronoun antecedent/1994
puns/1991
rationalization/2004
reciprocal action/2009
redundant/2004
reference (vocabulary/device)/1982
reflective narrative/2004
refrain/2009
religious imagery/1991
reminiscence/1999
repetition/1982
repetition/1987/1999/2009
repetition/1987/1999/2009

repetitive syntax/1987/1999/2009
reproof/2004
reverse psychology
rhetorical facility/1991
rhetorical innovation/1987
rhetorical purpose/1991
rhetorical question/1982
rhetorical shift/1991
Rhyme royal/1987
rhymes/1999/2009
rhymes/1999/2009
rhythm/2009
romantic diction and imagery/1991
sarcasm /1982 /1987/1999
sarcasm /1982 /1987/1999
sarcastic /1982 /1987/1999
sardonic humor/1991/1994
sardonic mood and atmosphere/1991/1994
satire/1982/1994
satirize/1982/1994
scenarios/2009
self-parody/1991
series of sentences similar in style/2009
simile/1982/1987/1999/2009
simile/1982/1987/1999/2009
simile/1982/1987/1999/2009
simile/1982/1987/1999/2009
simple declarative sentence/1994
soliloquy/1987
Specific description to a generalization/1991
subject/1999

subtle irony/2004
surrealism/2009
sustained metaphor/2009
symbol/1982/1987/1991/1994/
symbol/1982/1987/1991/1994/
symbol/1982/1987/1991/1994/
symbol/1982/1987/1991/1994/
symbolic/1982/1987/1991/1994/
synecdoche/2009
tactile/1999
technical discussion/1982
Terza rima/1987
tetrameter/1991
theme/1994/2004/2009
theme/1994/2004/2009
theme/1994/2004/2009
thesis/1987/1999
thesis/1987/1999
third-person narrator aware of one character's thoughts/1994
third-person narrator providing insight into several characters' thoughts/1994
tone/1982 /1987/1991/1994/1999/2009
tone/1982 /1987/1991/1994/1999/2009
tone/1982 /1987/1991/1994/1999/2009
tone/1982 /1987/1991/1994/1999/2009
tone/1982 /1987/1991/1994/1999/2009
tone/1982 /1987/1991/1994/1999/2009
topic/2004
trial and error/2009
trimeter/1991
understated/1991/1999/2004/2009
understatement and economy/1991
understatement/1991/1999/2004/2009
understatement/1991/1999/2004/2009
understatement/1991/1999/2004/2009
universal symbol/1999
Use of pronoun "it"/2009
versification/1987
witty repartee/1999

Multiple Choice Tests Vocabulary (1982-2009).
(Vocabulary that appears in the stems and the answers)

abject		
admonition (2)	capricious	defensible
adversity	chaos	defiance
advocacy	charlatans	deliberate
alienated	chastise	delicacy
alienation	chastisement	deluded
altered	chronic	delusions
altruism	chronicles	demeaning
ambiguity	circumspect	denigrating
ambivalence (2)	clamorous	deposition
ambivalent (2)	complicated	deprivation
amorous	composure	derives
amorphous	compulsion	despicable
analogous	conceited	despondency
animistic	conciliatory	desultory
annihilation	concomitants	detachment
antiromantic	condemnation	deterred
apologetic	condescending	devious
arbiter	condescension	devout
ardor	confinement	dictates
arrogant	congenital	didactic (3)
artificiality	consolation	digression (2)
ascetic	constraints	dilemma
assail	contemplation (2)	discretion
assuaging	contemporaneity	discriminate
assumption	contentment	disdain
astuteness	contradict	dismayed
aura (2)	contradictory	disparate
autonomy	conventional	dissipation
awe	convinced	diversions
balanced sentence	convivial	duality
(grammar)	corruptible	duplicitous
berating	criteria	dwindles
biases	cultivated	dynamic
brevity (2)	cynical (2)	efficacy
brilliant	cynicism	egotism
cajoles	deceptive	elegant
camaraderie	dedication	elusive
candidly	deem	enchancing

enigma	immobility	lyrical
ennobles	impartial	maladies
enumerate	impassive	malady
ephemeral	impede	malicious
epigrammatic	impingement	meditation (3)
epiphany	impish	melancholy (2)
epitomizes	implication(s) 1/1	menace
equivocating	implicitly	mendacious
exhaust	incomprehensible	meticulous
exhortation	incongruous	meticulousness
exploited	inconsequential	mirthful
exposition	inconspicuous	misconstrued
expounds	incorrigible	mocks
exultation	indignant	modifies (grammar)
facade	Industrial Revolution	molded
fallibility	industriousness (2)	monotony
feigned	ineffectual	moral purpose
ferocity	inexplicable	moralist
fluctuating	inherently	murmuring
foreboding	insensitivity	muse
fraudulence	insights	naïveté (2)
frigid	insistent	negligible
frivolity	instability	nostalgic
functional	intact	oblique
futility	integral	obsessed
glee	integrity	obsession
gluttony	(interrelated	obsolete
Golden Rule	impressions)	ominous (2)
gratification	interrogation	omnipotence
gullible	intervening	oppressively
habitually	intuitive	optimism
hackneyed	invariably	optimistic
haphazard sentence	ironic (2)	ostentation
(scrambles and	irrelevant	overweening
repeats its topics-	irrepressible	pace
grammar)	irresistible	paradoxical
hypocritical (2)	irreverent	pastoral (2)
hysterical	justification (2)	patriarch
idiosyncratic	liturgies	pedantic
idolatrous	lustrous	perceive
idyllic	lute	perception
illustrate		permanence

philistinism	ruination	systematically
physic	salvage	tactfulness
pinnacles	sarcasm (2)	tactile
pious	sarcastic (device)	talon
piousness	scathingly	tedious
pitiable	scorn	temperamental
plight (2)	seclusion	temporal
pompous	seditionessness	tentative
possessive pronoun	seductiveness	testy
(grammar)	segregation	The Golden Age
pragmatic	self-awareness	The Iron Age
precariously	self-deluded	The Renaissance
precision	self-demeaning	timid
predictable	self-effacement	tranquility (2)
pristine	self-indulgence	transience
prowess	self-respect	trite
pulsating	sensuality	trivial
quarry	sensuousness	triviality
quasi-religious	sentimental (2)	ultimatum
rabble	(serendipitous	understated
recapitulate	appeal)	undiscriminating
reckless	shift in tense	unique
recluse	(grammar)	unwavering
reclusive (2)	sinister (2)	vanity
refute	smug	vengefulness
relevant	solace	vexes
remorse	solitude	Victorian
remoteness (2)	somber (2)	vindictive
renounce	soothe	vivid
repentant	sophistication	volcanic
repetition	sterile	whimsical
repressing	stylistic	witty repartee
reproof	subtlety	
resentment	subtly	
resignation	subvert	
retribution	summarize	
rhetoric	supercilious	
rhymesters	superficiality	
ridicule (2)	suppress	
ridiculous	susceptible	
rollicking	syntactically complex	
ruefully	(grammar)	

Types of Questions

Below are broad categories of AP Literature and Composition multiple-choice questions and question stems. Examine the list. Determine which types of question give you the most difficulty.

Literary Technique

Questions about technique ask that students examine devices and style.

- What dominant technique/rhetorical strategy is the speaker using in lines...
- All of the following may be found in the passage EXCEPT
- The rhetorical strategy employed in lines...is best described as....
- The style of the passage is best determined as...

Main Ideas

Questions about main ideas often require students to make a generalization about the passage or section of a passage based on key details presented. Examine the first and last sentence of each paragraph and the first and last paragraph. Read around key details mentioned in a passage to put the phrases in context.

- The speaker is concerned with...
- The first seventeen lines deal with...
- The narrator would argue that...
- The first paragraph highlights which of the following concerns of the narrator...
- The point of the speaker's statement is...
- The speaker's primary purpose in the passage is...

Inference

Inference questions ask students to define words, read for main ideas and understand tone. Words, Phrases, Lines

Remember to read around the line numbers in order to establish context.

- In context line 28 most nearly means...
- In line 22, the word "other" most probably refers to...

Paragraphs/Sections

These questions require close reading over the course of a section.

- The metaphor developed in the second paragraph suggests primarily that...
- The speaker emphasizes in lines 20-30 that...

Tone/Mood/Style

Examine the first and last sentence of each paragraph and the first and last paragraph.

- The tone of the passage is best described as...
- The atmosphere established in the passage is mainly one of...

Organization/Grammar

Questions of this sort examine the patterns, order and grammar in the passage.

- The phrase_____ signals a shift from_____to_____....
- The phrase_____ refers to which of the following?

Projected Score	Multiple Choice Correct	Weighted Score MC	Multiple Choice %	Essay 1 Score	Essay 2 Score	Essay 3 Score	Composite Score	Possible/Impossible
3	42	51.5424	76.4%	3	3	3	79	Impossible
3	44	53.9968	80%	3	3	3	81	Possible
3	36	44.1792	65.6%	4	4	4	81	Possible
3	29	35.5888	52.7%	5	5	5	81	Possible
3	26	31.9072	47.3%	5	5	6	81	Possible
4	45	55.224	81.8%	4	5	5	98	Possible
4	38	46.6336	69.1%	5	6	6	99	Possible
4	37	45.4064	67.3%	5	6	6	97	Impossible
4	37	45.4064	67.3%	6	6	6	100	Possible
4	37	45.4064	67.3%	7	6	6	103	Possible
5	41	50.3152	74.5%	7	7	7	114	Possible

To Calculate your Score

Multiple-Choice

Number Correct _____ x 1.2272 = _____
(out of 55) (Do not round)

Question 1 _____ x 3.0556 = _____
(Do not round)

Question 2 _____ x 3.0556 = _____
(Do not round)

Question 3 _____ x 3.0556 = _____
(Do not round)

Sum = _____
(Do not round)

Composite Score _____ + _____ = _____
Multiple Choice Essays Composite Score

AP Score Conversion

Composite Score Range	AP Score
114-150	5
98-113	4
81-97	3
53-80	2
0-52	1