

Practice Test B

ANSWER SHEET

**Multiple-Choice
Questions**
Time—1 hour

- | | | |
|---------------|---------------|---------------|
| 1. A B C D E | 21. A B C D E | 41. A B C D E |
| 2. A B C D E | 22. A B C D E | 42. A B C D E |
| 3. A B C D E | 23. A B C D E | 43. A B C D E |
| 4. A B C D E | 24. A B C D E | 44. A B C D E |
| 5. A B C D E | 25. A B C D E | 45. A B C D E |
| 6. A B C D E | 26. A B C D E | 46. A B C D E |
| 7. A B C D E | 27. A B C D E | 47. A B C D E |
| 8. A B C D E | 28. A B C D E | 48. A B C D E |
| 9. A B C D E | 29. A B C D E | 49. A B C D E |
| 10. A B C D E | 30. A B C D E | 50. A B C D E |
| 11. A B C D E | 31. A B C D E | 51. A B C D E |
| 12. A B C D E | 32. A B C D E | 52. A B C D E |
| 13. A B C D E | 33. A B C D E | 53. A B C D E |
| 14. A B C D E | 34. A B C D E | 54. A B C D E |
| 15. A B C D E | 35. A B C D E | |
| 16. A B C D E | 36. A B C D E | |
| 17. A B C D E | 37. A B C D E | |
| 18. A B C D E | 38. A B C D E | |
| 19. A B C D E | 39. A B C D E | |
| 20. A B C D E | 40. A B C D E | |

Practice Test B

SECTION I

TIME: 1 HOUR

Questions 1–10. Carefully read the following passage and answer the accompanying questions.

The passage comes from the quill of a renowned essayist of the 16th century.

PASSAGE 1

I am not excessively fond of salads or fruit, with the exception of melons. My father hated every kind of sauce; I like them all. Eating too much makes me uncomfortable; but in respect of its properties I am not yet very certain that any kind of food disagrees with me. Nor have I noticed that I am affected by full or new moons, by autumn or spring.

We are subject to fickle and inexplicable changes. For example, radishes, which I first found to agree with me, afterwards disagreed, and now they agree again. In several things I have found my stomach and palate to vary in the same way: I have changed more than once from white wine to claret, and back again from claret to white wine.

I have a dainty tooth for fish, and the meatless days are my meat-days; my fasts are my feasts. Besides, I believe that it is, as some people say, more easily digested than meat. As it goes against my conscience to eat meat on fish-days, so my taste rebels against mixing meat and fish; the difference seems to me too wide.

From my youth up I have occasionally skipped a meal; either to sharpen my appetite for the next day (for, as Epicurus used to fast and make lean meals in order to accustom his greed to dispense with plenty, I do so, on the contrary, in order to train my greed to take better advantage of plenty and to enjoy it more cheerfully); or I used to fast to keep my strength for the performance of some mental or bodily action; for both my body and mind are made cruelly sluggish by repletion. . . . To cure my ailing digestion, I say that we should not so much look to what we eat as to whom we eat with.

To me no dressing is so acceptable, and no sauce so appetizing, as that derived from good company. I think it is more wholesome to eat more at leisure with a good friend, and less, and to eat oftener. But I would give

4. Lines 11–15 contain all of the following EXCEPT
- (A) alliteration
 - (B) parallel syntax
 - (C) synecdoche
 - (D) a paradox
 - (E) onomatopoeia
5. In lines 16–24, the speaker uses which of the following reasons to justify his occasional fasting?
- I. To increase his appetite
 - II. To overeat without feeling guilty
 - III. To derive greater enjoyment from his meals
- (A) I only
 - (B) II only
 - (C) I and III only
 - (D) II and III only
 - (E) I, II, and III
6. The passage as a whole can best be described as
- (A) a prescription for a better diet
 - (B) an anecdote about old-fashioned eating customs
 - (C) an account of one man's tastes
 - (D) a comparison of the author and his father
 - (E) a reflection on unhealthful eating habits
7. Which of the following best describes the rhetorical function of lines 25–27 in the passage?
- (A) They serve as a transition between the paragraphs that come before and after.
 - (B) They support the author's assertion that he likes all sauces (line 2).
 - (C) They provide evidence contrary to material in a previous paragraph.
 - (D) They reiterate an idea presented in the previous paragraph.
 - (E) They state a logical conclusion based on statements in the previous paragraph.
8. The speaker's allusion to going back to "where I began" (line 41) refers to
- (A) looking for relief from a head cold.
 - (B) an earlier unspecified time of life.
 - (C) wearing a skull cap.
 - (D) putting on a cap to keep his head warm.
 - (E) covering his legs with silk hose.

- It will be seen that our question needs defining before we plunge into an attempt to answer it. When we ask ourselves, “Does history repeat itself?”
- (30) do we mean no more than, “Does history turn out to have repeated itself, on occasions, in the past?” Or are we asking whether history is governed by inviolable laws which have not only taken effect in every past case to which they have applied, but are also bound to take effect in every similar situation that may arise in the future? On this second interpretation, the word
- (35) “does” would mean “must”; on the other interpretation it would mean “may.” On this issue, the writer of the present article may as well put his cards on the table at once. He is not a determinist in his reading of the riddle of human life. He believes that where there is life there is hope, and that, with God’s help, man is master of his own destiny, at least to some
- (40) extent, in some respects.

11. The author of the passage can best be characterized as someone who
- (A) is interested in theorizing about history.
 - (B) is critical of historical researchers.
 - (C) studies first-hand accounts of historical events.
 - (D) believes in the influence of fate in shaping human events.
 - (E) is not hopeful about the future of the human race.
12. In the context of the first paragraph, “grandfathers” (line 4) probably refers to all of the following EXCEPT
- (A) bygone observers of society.
 - (B) ancestors of the author.
 - (C) 18th and 19th century historians.
 - (D) European and American thinkers and writers of the past.
 - (E) scholars of previous generations.
13. In line 8, the phrase “an open book” refers to
- (A) the Western world of the 18th and 19th centuries.
 - (B) our grandfathers’ notion of history.
 - (C) the lessons taught by ancient civilizations.
 - (D) the debates of academicians.
 - (E) the mistakes of civilizations now fallen into ruin.
14. Which of the following best describes a rhetorical shift that occurs in the sentence “To us, in our generation . . .” (lines 8–10)?
- (A) It wanders from the main idea of the passage.
 - (B) The speaker’s tone changes from factual to contemplative.
 - (C) It introduces a contrast between past and present.
 - (D) It raises a new argument that the speaker will most likely refute later in the passage.
 - (E) It marks a transition from objective description to sympathetic narration.

21. For which of the following reasons does the writer use the expression, “put his cards on the table” (lines 36–37)?
- I. To win the reader’s confidence
 - II. To indicate that he hasn’t yet made up his mind on the question
 - III. To acknowledge a personal bias
- (A) II only
 - (B) I and II
 - (C) II and III
 - (D) I and III
 - (E) I, II, and III
22. Which of the following most accurately describes the author’s intent throughout the passage?
- (A) To solve a logical problem faced by historians
 - (B) To refute theories espoused by other historians
 - (C) To speculate on the validity of a historical principle
 - (D) To prove an important historical theory
 - (E) To define several terms used by historians

Questions 23–34. Carefully read the following passage and answer the accompanying questions.

The passage below is taken from a work written in the 20th century.

PASSAGE 3

Line
(5) What are the practical results of the modern cult of beauty? The exercises and the massages, the health motors and the skin foods—to what have they led? Are women more beautiful than they were? Do they get something for the enormous expenditure of energy, time, and money demanded of them by the beauty cult? These are questions which it is difficult to answer. For the facts seem to contradict themselves. The campaign for more physical beauty seems to be both a tremendous success and a lamentable failure. It depends how you look at the results.

(10) It is a success insofar as more women retain their youthful appearance to a greater age than in the past. “Old ladies” are already becoming rare. In a few years, we may well believe, they will be extinct. White hair and wrinkles, a bent back and hollow cheeks will come to be regarded as mediievally old-fashioned. The crone of the future will be golden, curly, and cherry-lipped, neat-ankled and slender. The Portrait of the Artist’s Mother will
(15) come to be almost indistinguishable, at future picture shows, from the Portrait of the Artist’s Daughter. This desirable consummation will be due in part to skin foods and injections of paraffin wax, facial surgery, mud baths, and paint, in part to improved health, due in its turn to a more rational mode of life. Ugliness is one of the symptoms of disease; beauty, of
(20) health. Insofar as the campaign for more beauty is also a campaign for more health, it is admirable and, up to a point, genuinely successful. Beauty that

26. The primary rhetorical strategy used to develop the idea that old ladies are becoming rare is best described as
- (A) a series of metaphors.
 - (B) rhetorical questions and answers.
 - (C) examples with repetitive sentence structure.
 - (D) parallel and periodic sentences.
 - (E) allusions and analogies.
27. The author of the passage can be described in all of the following ways EXCEPT
- (A) probing.
 - (B) intellectually curious.
 - (C) somewhat condescending.
 - (D) scientifically objective.
 - (E) perceptive.
28. Which of the following best characterizes the tone of the phrase “crone of the future” (line 13)?
- (A) Anger
 - (B) Bitterness
 - (C) Sympathy
 - (D) Ridicule
 - (E) Irony
29. In the development of the last paragraph (lines 31–42), the rhetorical device most in evidence is
- (A) extended analogy.
 - (B) compound subject.
 - (C) appeal to authority.
 - (D) emotional exclamation.
 - (E) antithesis.
30. “The surface of the human vessel is affected by the nature of its spiritual contents” (lines 36–37) is a statement best described as
- (A) an epigram.
 - (B) a simile.
 - (C) a platitude.
 - (D) a witticism.
 - (E) a symbol.
31. The point at which the author turns to the principal theme of the passage is
- (A) at the beginning of paragraph 2.
 - (B) when he refers to the Portrait of the Artist’s Mother (line 14).
 - (C) the last sentence of paragraph 1.
 - (D) the beginning of paragraph 3.
 - (E) the last two sentences of paragraph 3.

utmost impetus to a musical measure; but the rowdiest jazz sounds like *The Maiden's Prayer* after Beethoven's third *Leonora* overture; and certainly no jazz ensemble that I ever heard could propel even the most eager dancer into action as the last movement of the *Seventh Symphony*. And no other

- (25) composer has ever melted his hearers into complete sentimentality by the tender beauty of his music, and then suddenly turned on them and mocked them with derisive trumpet blasts for being such fools. Nobody but Beethoven could govern Beethoven; and when, as happened when the fit was on him, he deliberately refused to govern himself, he was ungovernable.
- (30) It was this turbulence, this deliberate disorder, this mockery, this reckless and triumphant disregard of conventional manners, that set Beethoven apart from the musical geniuses of the ceremonious seventeenth and eighteenth centuries. He was a giant wave in that storm of the human spirit which produced the French Revolution. He called no man master. Mozart,
- (35) his greatest predecessor in his own department, had from his childhood been washed, combed, splendidly dressed, and beautifully behaved in the presence of royal personages and peers. His childish outburst at the Pompadour, "Who is this woman who does not kiss me? The Queen kisses me," would be incredible of Beethoven, who was still an unlicked cub even
- (40) when he had grown into a very grizzly bear.

35. Which of the following best describes the rhetorical function of the second sentence of the passage (lines 4–7)?
- (A) It contrasts a man and the environment in which he lived.
 (B) It conveys the tragic tone of the passage.
 (C) It restates the main idea of the passage.
 (D) It provides a specific example to illustrate the preceding generalization.
 (E) It adds a new dimension to the portrait of the person being described.
36. The author uses all of the following phrases to illustrate his subject's rebellious spirit EXCEPT
- (A) "old bachelor" (line 1).
 (B) "shook his fist" (line 3).
 (C) "challenging God" (line 4).
 (D) "Defiance Incarnate" (lines 4–5).
 (E) "striding through . . . the very middle of them" (lines 6–7).
37. In describing Beethoven's social behavior and appearance (lines 7–12), the author makes use of which rhetorical devices?
- (A) symbolic references
 (B) metaphors and similes
 (C) everyday clichés
 (D) caustic sarcasm
 (E) slang expressions and euphemisms

43. The final sentence of the passage (lines 38–40) contains which of the following rhetorical devices?
- I. paradox
 - II. metaphor
 - III. personification
- (A) I only
 - (B) III only
 - (C) I and II only
 - (D) II and III only
 - (E) I, II, and III
44. Which of the following best states the subject of the passage?
- (A) Beethoven's place in the history of music
 - (B) Beethoven as a symbol of the time in which he lived
 - (C) The influence of Beethoven on modern classical music
 - (D) Beethoven's incomparable genius
 - (E) How Beethoven the man is reflected in his music

Questions 45–54. Carefully read the following passage and answer the accompanying questions.

The passage below is an excerpt from a book on world history written late in the 20th century.

PASSAGE 5

- In the United States on the opening of Congress in January, 1890, a newly elected Speaker of the House of Representatives was in the Chair. A physical giant, six feet three inches tall, weighing almost three hundred pounds and dressed completely in black, “out of whose collar rose an enormous clean-shaven baby face like a Casaba melon flowering from a fat black stalk, he was a subject for a Franz Hals, with long white fingers that would have enraptured Memling.”*¹ Speaking in a slow drawl, he delighted to drop cool pearls of sarcasm into the most heated rhetoric and to watch the resulting fizzle with the bland gravity of a New England Buddha. When a wordy perennial, Representative Springer of Illinois, was declaiming to the House his passionate preference to be right rather than President, the Speaker interjected, “The gentleman need not be disturbed; he will never be either.” When another member, notorious for ill-digested opinions and a halting manner, began some remarks with, “I was thinking, Mr. Speaker, I was thinking . . .” the Chair expressed the hope that “no one will interrupt the gentleman’s commendable innovation.” Of two particularly inept speakers, he remarked, “They never open their mouths without subtracting from the sum of human knowledge.” It was said that he would rather make an epigram than a friend. Yet among the select who were his chosen friends he was known as “one of the most genial souls that ever enlivened a company,” whose conversation, “sparkling with good nature, was better than

46. Which of the following rhetorical effects does the author achieve by delaying the disclosure of the Speaker's name until line 22?
- (A) It emphasizes that the name is irrelevant to the passage
 - (B) It creates a tentative transition from the first paragraph to the second
 - (C) It highlights a contradiction between the man's words and his actions
 - (D) It keeps the reader in suspense about the identity of an unusual man
 - (E) It illustrates the kind of rhetoric used by political figures
47. The structure of lines 7–13 (“Speaking . . . either”) can best be described as
- (A) a generality supported by a specific example.
 - (B) a questionable statement of fact followed by an explanation of its source.
 - (C) the movement from a cause to an effect.
 - (D) a claim followed by a qualifying statement.
 - (E) an assumption and an conclusion based on that assumption.
48. Overall, the writers whose words are documented by footnote 1 viewed Speaker Reed as
- (A) an extraordinary political figure.
 - (B) a politician who could not be corrupted.
 - (C) a representative dedicated to his constituents.
 - (D) a fighter for liberal causes.
 - (E) the driving force behind many new laws.
49. Taken as a whole, footnote 1 suggests that the author of the passage
- (A) researched the daily newspapers published while Reed served in Congress.
 - (B) relied heavily on official documents related to Reed's work.
 - (C) used few sources contemporary with Reed's first term as a Congressman.
 - (D) interviewed members of Congress who worked with Reed.
 - (E) studied speeches delivered by Reed in the House of Representatives.
50. The author's use of the phrase “New England Buddha” (line 9) refers mainly to the man's
- (A) appearance and demeanor.
 - (B) intelligence and sense of humor.
 - (C) background and family history.
 - (D) energy and ambition.
 - (E) stubbornness and perseverance.

SECTION II**Three Essay Questions**

TIME: 2 HOURS AND 15 MINUTES

Write your essays on standard 8½" × 11" composition paper. At the exam you will be given a bound booklet containing 12 lined pages.

ESSAY QUESTION 1

Suggested time:

15 minutes for reading the question and sources

40 minutes for writing an essay

Polls have found that a third of all U.S. teenagers who use the Internet and mobile phones have been subjected at least once to insulting and potentially harmful bullying from malicious schoolmates. Although most students ignore this so-called "cyberbullying," some have reacted by refusing to go to school or experiencing anxiety, depression, insomnia, and in a few tragic cases, by committing suicide. Because cyberbullying usually occurs off campus during non-school hours, schools must decide whether to take action against bullies or whether to let the community handle the problem.

Carefully read the following six sources, including the material that introduces each source. Then, in an essay that synthesizes at least three of the sources, take a position on the claim that schools should track down and punish students for off-campus cyberbullying.

Don't simply summarize the sources. Instead, weigh evidence from the sources to support and illustrate your position on the issue. You may paraphrase, review, and quote relevant material directly and indirectly from the sources. Be sure to indicate in your essay which sources you use. Refer to them as Source A, Source B, and so on, or by the key words in the parentheses below. In making your argument, you may, of course, also include any ideas of your own.

Source A (Kids)

Source B (CRF)

Source C (Kim)

Source D (Cartoon)

Source E (Willard)

Source F (Hsu)

SOURCE B

“The Legality of School Responses to Cyberbullying,” Constitutional Rights Foundation, Chicago. Posted by *www.deliberating.org*, 2007.

The following passage comes from a document published on the website of an organization that studies issues related to education and the law.

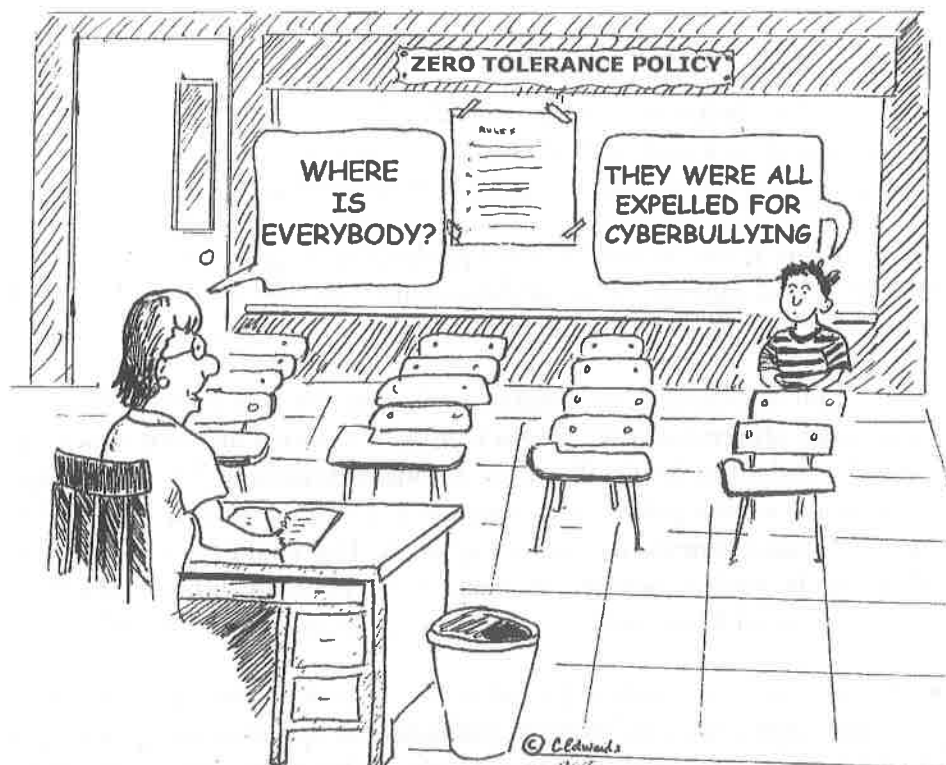
The First Amendment to the U.S. Constitution states, “Congress shall make no law . . . abridging the freedom of speech.” However, the Supreme Court has ruled in several cases that schools can limit student speech. In the 1969 Tinker decision, for example, the Court decided that schools could prohibit student speech if it “materially and substantially interfere[d] with the requirements of appropriate discipline in the operation of the school.”

. . . Recent lower court decisions have addressed harassment via Internet technologies. . . . In the majority of decisions, the courts ruled that a school could not discipline a student for inappropriate off-campus e-mail unless that student brought the speech to school. Given the courts’ reluctance to limit off-campus student speech, U.S. school officials, parents, and legislators have addressed cyberbullying in other ways. For example, in Vermont . . . a new state law requires that public schools establish bullying prevention procedures. Some schools have added a provision to their acceptable use policies that students must sign. These policies authorize schools to “discipline students for actions taken off campus if they are intended to have an effect on a student or they adversely affect the safety and well-being of a student while in school. . . . Additionally, some parents and students have successfully argued that cyberbullies violated civil or criminal laws by, for example, intentionally inflicting emotional distress or committing a hate crime.

SOURCE D

Clive Edwards, Cartoon on cyberbullying.

The image below is an unpublished cartoon created by a freelance cartoonist in 2010.



SOURCE F

Cindy Hsu, "N.J. School District Set to Battle Cyber Bullies," HD2, *wcbs.com*, August 1, 2008.

The following is adapted from a news item published on the website of CBS News.

A local school district is trying to protect its students from cyberbullies, even when they attack from home. CBS 2 HD has learned how the school is cracking down and making the bullies the target.

. . . School officials . . . now have the authority to take action, even when the cyber attacks are off school grounds.

"When a kid is at home on his home computer, then he's not totally isolated from the school," Dr. James Patterson said. "It used to be, as you know, the Internet is an area of basically free speech, but free speech has some restrictions to it.

Experts argue that the free speech argument should take a back seat to threats of physical violence. . . ."Cyber-bullying is a big deal. It's leading to significant emotional distress of young people," said Nancy Willard of the Center for Safe and Responsible Internet Use.

. . . Teachers are now obligated to report cases of cyberbullying to school officials. Students tell CBS 2 HD, they need all the help they can get.

"I think it's a good idea because if they don't take action, it's just going to keep happening and people are going to get hurt," Montclair High School senior Carole Johnson said.

As far as the punishment for cyberbullying, school officials say bullies could face suspension or law enforcement could be called in for extreme cases.

ESSAY QUESTION 3

(Suggested time—40 minutes. This question counts as one third of the total score for Section II.)

After you have read the following passages—the first by Maxwell Anderson, a playwright and novelist; the other by Susanne Langer, a philosopher and teacher—write an essay that compares the ways in which the two authors convey their views about art. You might consider such rhetorical and stylistic devices as diction, figurative language, point of view, repetition, and sentence structure.

PASSAGE A

To the young people of this country I wish to say: if you practice an art, be proud of it and make it proud of you; if you now hesitate on the threshold of your maturity, wondering what rewards you should seek, wondering perhaps whether there are any rewards beyond the opportunity to feed and sleep and breed, turn to the art which has moved you most readily, take what part in it you can, as participator, spectator, secret practitioner, or hanger-on and waiter at the door. Make your living any way you can, but neglect no sacrifice at your chosen altar. It may break your heart, it may drive you half mad, it may betray you into unrealizable ambitions or blind you to mercantile opportunities with its wandering fires. But it will fill your heart before it breaks it; it will make you a person in your own right; it will open the temple doors to you and enable you to walk with those who have come nearest among men to what men may sometime be. If the time arrives when our young men and women lose their extravagant faith in the dollar and turn to the arts we may then become a great nation, nurturing great artists of our own, proud of our own culture and unified by that culture into a civilization worthy of our unique place on this rich and lucky continent between its protecting seas.

(1947)

PASSAGE B

Art is, indeed, the spearhead of human development, social and individual. The vulgarization of art is the surest symptom of ethnic decline. The growth of a new art or even a great and radically new style always bespeaks a young and vigorous mind, whether collective or single.

What sort of thing is art, that it should play such a leading role in human development? It is not an intellectual pursuit, but is necessary to intellectual life; it is not religion, but grows up with religion, serves it and in large measure determines it (as Herodotus said, “Homer made the gods,” and surely the Egyptian deities grew under the chisels of sculptors in strangely solemn forms).

Answer Key

PRACTICE TEST B

**Answers to
Multiple-Choice
Questions**

1. E	21. D	41. A
2. E	22. C	42. A
3. B	23. A	43. C
4. E	24. C	44. E
5. C	25. C	45. D
6. C	26. C	46. D
7. D	27. D	47. A
8. D	28. E	48. A
9. E	29. A	49. C
10. B	30. A	50. A
11. A	31. D	51. E
12. B	32. D	52. D
13. E	33. D	53. D
14. C	34. B	54. C
15. C	35. D	
16. C	36. A	
17. E	37. B	
18. A	38. D	
19. A	39. B	
20. D	40. E	

Summary of Answers in Section I (Multiple Choice)

Number of correct answers _____

Use this information when you calculate your score for this exam. See page 303.

**PASSAGE 2—AN EXCERPT FROM ARNOLD TOYNBEE,
“DOES HISTORY REPEAT ITSELF?”**

11. (A) The author is a theorist. Throughout the passage, he ponders the degree to which we can intelligently use and benefit from lessons taught by history.
12. (B) In the context, “grandfathers” refers to 18th- and 19th-century people who may have occasionally talked over whether history repeats itself, but who deceived themselves into believing that they were unique—that is, that they were exempt from the lessons that history teaches. The passage does not mention or allude to the author’s own actual grandfathers.
13. (E) Because the “open book” records mistakes of past civilizations, readers can infer the lessons that history teaches. The “open book” itself, however, refers to the history of past civilizations, in particular the mistakes and mishaps that led to their downfall.
14. (C) Early in the passage the author discusses our grandfathers’ view of the question of whether history repeats itself. With this sentence, the author begins to present a more up-to-date perspective.
15. (C) By asking the question enclosed by parentheses, the author expresses an opinion that, in effect, rebukes himself and his fellow historians for their past shortsightedness. The question is different in tone—far more informal and personal—from the discussion that precedes and follows it.
16. (C) As we study past civilizations, we have little to go on except the ruins that have been left behind. From the ruins, we infer lessons that have the force of scripture.
17. (E) Lines 19–20 contain an example of an antithesis. The discussion of a navigator’s chart (line 24) appears in the context of an extended simile. The phrase “charted rocks and reefs” comprises a metaphor. Combinations of words such as “probabilities/possibilities” and “rocks/reefs” contain alliteration.
18. (A) The “second alternative” refers to our ability to study history to infer what lies in store.
19. (A) The horoscope tells what fate has in store for us. The navigation chart, in contrast, enables us to steer “a course between charted rocks and reefs.” In other words, we can learn from the mistakes of past civilizations. Because we know the perils, we can take steps to avoid them.
20. (D) A seafarer with “intelligence” uses the data on the navigator’s chart to avoid rocks and reefs. In other words, he realizes how the information he has before him can guide him safely into the future.
21. (D) The colloquial expression tends to create the impression that the writer is going to confide his true feelings to the reader; in short, he’s going to be frank and forthright. At the same time, the writer implies that he has definite views on the subject.

33. (D) By emphasizing the differences between inner and outer beauty, the author makes clear his disapproval of the commercial cult of beauty, which concerns itself only with the superficial, surface appearance of its clientele.
34. (B) The first paragraph questions the efficacy of the “modern cult of beauty.” The second paragraph discusses women’s techniques for making themselves beautiful. These two paragraphs merely serve as a prelude to the final paragraph, in which the author raises his main concern—the difference between inner and outer beauty.

PASSAGE 4—AN EXCERPT FROM GEORGE BERNARD SHAW, *SHAW ON MUSIC: A SELECTION FROM THE MUSIC CRITICISM OF GEORGE BERNARD SHAW*, 1927.

35. (D) The opening sentences generalizes about the man’s stormy, defiant personality and state of mind. The sentence shows the man behaving defiantly in a specific situation.
36. (A) That Beethoven, the subject of the passage, was unmarried does not reflect his rebelliousness. All the other choices suggest feistiness, including (E), which shows Beethoven refusing to step aside to let the Grand Duke and his company pass on the street.
37. (B) The author compares Beethoven manners to a steamroller (line 7), his dress to that of a scarecrow (line 9).
38. (D) A word that is parallel to the noun “fury” must also be a noun and must precede a prepositional phrase. To be thematically parallel, it must suggest something unfriendly. The word “unroariousness” fits the bill because it is a noun preceding a prepositional phrase, and although you won’t find “unroarious” in the dictionary, it is clearly meant to convey the opposite of “uproariousness”—in other words, something dark and mopey.
39. (B) The author contrasts the energy and power in parts of Beethoven’s music with the soft sentimentality of other parts.
40. (E) The author’s references to “syncopation” (line 20), “musical measure” (line 21), and propelling an “eager dancer into action” (lines 23–24) are clues that his concern is a foot-tapping, rowdy element in some of Beethoven’s music.
41. (A) The author is referring to Beethoven’s ungovernable nature; Beethoven, in short, surrendered himself to an uncontrollable passion to compose.
42. (A) The author clearly prefers the personality of Beethoven to the personality of Mozart, who is portrayed as an arrogant, impeccably-groomed snob.
43. (C) The notion that Beethoven was an “unlicked cub” and a “grizzly bear” at the same time is paradoxical. Calling him either a “cub” or a “bear” is metaphorical. There is no personification in this segment of the passage.

used in a response to the question. Perhaps your essay contains many of the same ideas. If not, don't be alarmed. Your ideas may be no less, or even more, insightful than those presented below.

ESSAY QUESTION 1

SOME ARGUMENTS IN FAVOR OF SCHOOL-ADMINISTERED PUNISHMENT FOR CYBERBULLYING:

- Schools have the authority to discipline students whose actions on or off the campus adversely affect the safety and well-being of other students. (Sources B and C)
- Schools should have the power to prevent activities that inflict emotional distress on students. (Source B)
- Giving a school the authority to punish helps to eliminate ambiguities in the law by establishing precedents for other schools to follow. (Source C)
- A school's authority to punish can serve as a warning to all students that cyberbullies will be held accountable for their actions. (Source D)
- Awareness of the school's right to punish for cyberbullying is likely to reduce the amount of cyberbullying among students. (Source F)

SOME ARGUMENTS AGAINST SCHOOL-ADMINISTERED PUNISHMENT FOR CYBERBULLYING:

- Schools may be sued for violating students' right to free speech. (Source A)
- Schools' actions should be limited to educating students on cyber-ethics and the law. (Source A)
- Schools may overstep their rightful authority to discipline students. (Sources A and B)
- Schools that punish cyberbullies may be sued if they fail to mete out penalties for every incident of harassment. (Source C)
- Doling out large numbers of penalties for cyberbullying can interfere with learning. (Source D)
- Cyberbullying in the form of sexting may require the intervention of law-enforcement authorities, which can place depicted students at a higher risk of harassment by peers. (Source E)

ESSAY QUESTION 2, BASED ON A PASSAGE BY EDWARD P. GYOKERES

The author intends to recreate his experience in Iraq for a homefront audience that he assumes has no idea what it's like being a soldier in a war zone. As he tells his story, the author addresses the reader as "you," a device that establishes intimacy between himself and the recipients of his e-mail. In addition, he speaks frankly and informally,

Self-Scoring Guide—Practice Test B

SCORING SECTION II ESSAYS

After referring to “How Essays Are Scored” on pages 28–31 of this book, use this guide to help you evaluate each essay. Do your best to evaluate your performance in each category by using the criteria spelled out below. Because it is hard to achieve objectivity when assessing your own writing, you may improve the validity of your score by having a trusted and well-informed friend or experienced teacher read and rate your essay.

On the following Rating Chart, enter a number (from 1 to 6) that you think represents your level of performance in each category (A–F).

Category A: OVERALL PURPOSE/MAIN IDEA

- 6** extremely well-defined and insightful
- 5** clearly defined and generally insightful
- 4** mostly clear
- 3** somewhat clear but occasionally confusing
- 2** generally unclear and confusing
- 1** virtually incomprehensible

Category B: HANDLING OF THE PROMPT

- 6** self-evident or extremely clear throughout
- 5** mostly clear
- 4** somewhat clear
- 3** somewhat unclear
- 2** generally unclear or ambiguous
- 1** confusing or nonexistent

Category C: ORGANIZATION AND DEVELOPMENT

- 6** insightfully organized; fully developed with excellent supporting evidence
- 5** reasonably well organized; developed with appropriate supporting material
- 4** appropriately organized; developed with some relevant material
- 3** inadequately organized; weak development
- 2** poorly organized; little or no development
- 1** no discernible organization; no relevant development

By using the following scale, in which composite scores are converted to the nine-point AP rating scale, you may determine the final score for each essay:

Composite Score	AP Essay Score
33–36	9
29–32	8
25–28	7
21–24	6
18–20	5
15–17	4
10–14	3
7–9	2
6 or below	1

AP Essay Scores Essay 1 _____ Essay 2 _____ Essay 3 _____

TEST SCORE WORKSHEET FOR PRACTICE TEST B

The scores you have earned on the multiple-choice and essay sections of the exam may now be converted to the AP five-point scale by performing the following calculations:

I. Determine your score for Section I (Multiple Choice)

Step A: Number of correct answers _____

Step B: Multiply the figure in Step A by 1.2500 to find your Multiple-Choice Score _____

(Do not round.)

II. Determine your score for Section II (Essays)

Step A: Enter your score for Essay 1 (out of 9) _____

Step B: Enter your score for Essay 2 (out of 9) _____

Step C: Enter your score for Essay 3 (out of 9) _____

Step D: Add the figures in Steps A, B, and C _____

Step E: Multiply the figure in Step D by 3.0556 _____ (Do not round.)
This is your Essay Score.

III. Determine Your Total Score _____

Add the scores for I and II to find your composite score _____.

(Round to the nearest whole number.)