

AP[®] ENGLISH LANGUAGE AND COMPOSITION

FREE PRACTICE TEST

Answers and Explanations



ANSWER KEY

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

EXPLANATIONS

SECTION 1: Part A: Multiple-Choice Questions

- B** The writer uses a rather long and complex sentence structure in order to persuade readers to believe the claims she is trying to make. In order to express her thoughts clearly, while also having them build upon one another within one sentence, she uses punctuation strategically. Choice (C) can be eliminated most easily, because there is only one independent clause in the sentence. Eliminate (E) as well. The preceding dependent clauses, which all start with “if,” are not contrasted with the dependent clause that comes after the em-dash—quite the contrary. Don’t be distracted by (A). Em-dashes are often used to interject a thought that is one step away from the writer’s current thought, but that’s not how the writer is using the punctuation mark in this instance. Likewise, be careful of (D). The writer does repeat herself by using the word “if,” but the em-dash doesn’t serve to break up that repetition. Therefore, (B) is the correct answer. The writer uses an em-dash to sum up the details that the preceding dependent clauses express: that she is an optimist.
- A** The first half of this sentence talks about sinners who are able to proclaim that God is good. The second half talks about the writer, an “afflicted” person who’s blind and deaf and able to proclaim that life is good. The question asks what effect the writer intended to give readers by noting the similarities between herself and sinners. Choice (B) can be eliminated most easily, because it’s not clear whether the writer attends church or not. Eliminate (C) as well, because the writer never states that she’s felt the punishment of God, nor could she assume that of readers. Choice (E) can also be eliminated. Although the writer clearly aims to persuade people to be happy, the primary effect of these lines is not to express where happiness comes from. Watch out for (D). While this sentence describes sinners as standing up to testify and the writer as rising up “in gladness” to testify, the effect of the lines is not to engage readers who express themselves with conviction; that would be too small a pool of readers. Instead the writer surely aims to engage all readers. Therefore, (A) is the correct answer. The writer knows readers have experiences with both sinning and affliction, as all humans do. She includes these details to encourage them to relate personally to what she is expressing.
- E** Reread the lines and analyze the writer’s sentence structure. She uses four sentences that begin either with “once” or “now.” Choice (D) can be eliminated most easily. Although the writer is talking about events that took place in the past and present, the sequence is not complicated, but quite simple: before and after. Eliminate (C) as well. The writer does use first-person narration, but she doesn’t employ it in order to draw comparisons. Watch out for (B). Although the writer does use repetition, and it might contribute to a poetic tone, the *primary* reason she uses this particular sentence structure was not to produce lyricism. Therefore, (E) is the correct answer. The writer primarily uses this sentence structure to clearly convey to readers the stark contrast between her past, which was full of darkness and fear, and her present, which is full of light and hope.

4. **C** In these lines, the writer is referring to a very famous proverb (“you reap what you sow,” which literally means “you gather what you plant”) to express with figurative language her argument that future consequences are invariably shaped by present actions. Choice (D) can be eliminated most easily. Although the writer uses the metaphor of farming in these lines (“till my own field”), she’s not extolling the virtues of nature. Eliminate (A) as well. The writer would agree with this statement, but she is saying something more specific here. Choice (B) can also be eliminated. The relationship productivity has to happiness is discussed elsewhere in the passage, not in these lines. Be careful of (E). The writer is touching on the role of one’s own will in forming one’s own optimism, but she’s not saying that you need to fake happiness to become happy. Therefore, the correct answer is (C). She strategically uses the word “unless” to say that you must act optimistically in order to obtain happiness, even though the world is sown with good.
5. **D** In the sixth paragraph, the writer states the importance of evil in obtaining happiness by expressing her personal experience with evil. Choice (A) can be eliminated most easily. The writer doesn’t provide an example of evil; she provides a description of the effects of evil. Choice (B) can also be eliminated. The writer states she has “wrestled” with evil “once or twice”—not that it is ubiquitous in life. Eliminate (C) as well. The writer expresses that evil deeds can bring silver linings, or positive outcomes that allay the negative. But this is different than stating that good deeds can be fronts for bad deeds. Don’t be distracted by (E). The writer does speak of evil in terms of its positive effects, but she doesn’t contrast evil and good. Therefore, (D) is the correct answer. The writer expresses the primary role of evil by describing the advantages that evil actions can bring about. She says evil is a “great blessing” that “makes us strong, patient, helpful men and women.”
6. **D** This question asks you to ascertain the relationship between the two paragraphs. They create a sense of unity and coherence in that the topic of both paragraphs is about the role that evil plays. Choice (A) can be eliminated most easily, because the opposite is true: the fifth paragraph makes general statements about evil and the sixth paragraph offers more specific remarks. Choice (B) can also be eliminated. Although the writer uses “I” in the sixth paragraph and not in the fifth, both paragraphs still use first-person narration. Eliminate (E) as well. The sixth paragraph refers to an incident in the writer’s past, but otherwise both paragraphs are grounded in the present. Watch out for (C). The fifth paragraph sounds objective because the writer is not using the pronoun “I” as she does in the sixth paragraph, but that doesn’t mean she’s speaking from an objective perspective. The entire passage is subjective: it comprises her thoughts from her unique, personal point of view. Therefore, the correct answer is (D). The fifth paragraph provides an overview of the role of evil, and the sixth paragraph is logically linked to the previous because it provides details that illustrate that overview.
7. **B** The writer uses the metaphor of “cloud-castles” in the context of the American Revolution. She describes the “dreamers of the Revolution” who created “cloud-castles of happiness” and then “turned pessimists” when “the inevitable winds rent the castles asunder,” meaning when the unavoidable winds blew the castles down. The word inevitable is key in translating this metaphor, as is the notion of a castle made out of clouds. Clouds are particles of water suspended in the air. You can’t touch or hold a cloud, and it’s always transitioning into its next shape. Choice (D) can be eliminated most easily. A cloud can be peaceful—but a cloud can also be menacing, such as a storm cloud. Eliminate (C) as well. Although the writer does portray these particular revolutionaries negatively, the cloud-castles are not an allusion to their inexcusable actions. Choice (E) might distract you, because the revolutionaries did have ideals that they were fighting for and that they wanted to have as the basis of the colonies. However, that’s not what the cloud-castles represent. Choice (A) might also distract you, because clouds can be used to portray something that’s empty or insubstantial as they are merely particles of water, but the writer is not saying that revolutionaries’ efforts were empty. Therefore, the correct answer is (B). The writer uses the metaphor “cloud-castles” to describe the unrealistic notions the revolutionaries had about America. They imagined that the United States would be a perfect country, but no country can be perfect.
8. **A** The footnotes provide helpful information to answer this question. The writer also supersedes their names with the adjective *ineffectual* and puts them in the same category as revolutionaries “who built cloud-castles of happiness”—unrealistic ideas of happiness that inevitably fell apart. Choice (B) can be eliminated most easily, because the footnotes explain that Endymion, Alastor, and Werther are not revolutionaries or even real people. Choice (D) can be eliminated as well. The writer does touch on the problems of not living in reality, but she doesn’t refer to this trio to emphasize to readers the differences between fiction and real life. Eliminate (C), because the writer isn’t talking about herself here. She is being critical of a perspective. Be careful of (E). The writer does refer to the

idea of having unproductive or “ineffectual” notions, but that’s not the precise effect of the reference to Endymion, Alastor, and Werther. Therefore, the correct answer is (A). The writer refers to all of these fictional individuals as a way of proving that individuals who are quixotic, or overly idealistic and impractical, are of little use.

9. **E** This phrase is located in a sentence with somewhat complex sentence structure, so reread the whole sentence carefully to make sure you fully comprehend what is being expressed. The sentence explains that it would be in the best interest of the revolutionaries and the Endymions, Alastors, and Werthers (meaning people who have similar characters to Endymion, Alastor, and Werther) to hear Carlyle’s perspective and expert opinion on matters. Choice (C) can be eliminated most easily; the fact that he is a Scotsman is a minor detail. Also eliminate (D). The writer is actually doing the opposite; she’s trying to contrast Carlyle with the Endymions, Alastors, and Werthers of the world. Eliminate (B) as well. The writer in all likelihood did not feel as though she needed to convince readers that life can be challenging. Watch out for (A). The writer would agree that you can have dreams while also being practical about them, but that’s not the primary intention of including this descriptive phrase. Therefore, (E) is the correct answer. The writer includes this description of Carlyle in order to characterize him as being firmly rooted in real life, not some fanciful, all-fortunate individual who has never experienced hardships. By doing so, the writer makes his words more credible and powerful.
10. **C** This question asks you to determine the primary effect this sentence has on readers. Comprised only of two repeated words and an exclamation point, it is a swift and simple statement. Choice (B) can be eliminated most easily, because there’s no trace of a hint that Carlyle is being sarcastic in this or any other quotations of his included in this passage. Choice (A) can also be eliminated. It’s not possible to draw the conclusion that Carlyle has suffered in the past from this sentence alone. Eliminate (E) as well. While an exclamation point is used to portray shouting, that’s not the primary role of this sentence. Watch out for (D). Although this sentence and those around it work together to persuade readers of Carlyle’s point of view, it’s far-fetched to say that this sentence implies there’s disbelief among readers. Therefore, (C) is the correct answer. The effect of the sentence is to create a sense of urgency in readers to achieve happiness by working hard.
11. **B** When answering this type of item, always go back and read the full context. This independent clause is the second half of a sentence. “Work while it is called Today” is the first half. The two clauses set up a contrast, so it is essential to take the whole sentence into consideration in order to answer this question. Carlyle is a source of inspiration. The writer includes his words as a way of getting her point across about the roots of optimism. Therefore, the correct answer will be a statement that is positive. Based on that knowledge, you can eliminate (A), (D), and (E). That leaves you with (B) and (C). While “night” and “darkness” have a clear connection, that’s not what the writer is expressing here. In addition, the correct answer has to involve an idea about work somehow, because both parts of the sentence discuss work. Therefore, the correct answer is (B). Carlyle is saying that the opportunity to work is a gift of life, because when “Night cometh,” or death arrives, the option to work doesn’t exist. Appreciate the ability to work and the experience of work while you can.
12. **A** This question requires you to ascertain the coherence of the paragraph, specifically how the latter part of the paragraph is connected to the former part. Given that there are a few ways to qualify the two sets of lines, it’s best to use the process of elimination. Choice (C) can be eliminated most easily because neither communism nor democracy is defined in this paragraph. Choice (E) can also be eliminated; although communism is spoken of as a danger or peril, according to the writer, communism no longer exists, so it is not persisting at all. Eliminate (B) as well. The beginning of the paragraph does touch on the writer’s former goals; the second half of the paragraph doesn’t provide the status of those goals, but outlines new goals. Be careful of (D). The beginning of the paragraph indeed describes the writer’s past actions, but the second half doesn’t describe actions he is presently taking; it describes actions he plans to take in the future. Therefore, (A) is the correct answer. The first part of the paragraph speaks in general terms about the changes that are taking place because communism has been defeated, and the second part of the paragraph specifies what those changes will be.
13. **A** Personification is a literary device wherein something nonhuman—an object, idea, thing, etc.—is given human characteristics. In this case, the writer remarks of inflation as being a thief, someone who steals illegally. That he chooses to personify “inflation” shows his perspective toward it. Choice (E) can be eliminated, because inflation is of course something to take seriously; it affects the economy and, given the significance of the occasion (the State

of the Union Address), the writer wouldn't bring up any topic that wasn't serious. Choice (B) can be eliminated as well, because there's no connection between a thief and international affairs. Eliminate (D) because, although calling inflation a thief means the writer thinks it's a problem, he does not necessarily see it as the *main* problem. Watch out for (C). Right after this sentence in the passage the writer says that not only is inflation down, but interest rates are as well. However, that doesn't address the impact of personifying inflation as a thief. So eliminate (C). Therefore, (A) is the correct answer. By calling inflation a "thief," the writer is suggesting that inflation is a rogue, something he can't control that does what it wants despite outside influences.

14. **B** In these lines, the speaker repeats the phrase "let's be frank" followed by "let me level with you." He then goes on to discuss the impact that the upcoming election has on politicians and the motivations for his proposals. Choice (A) can be eliminated most easily, because it would be unthinkable of a president to plan to say, in prepared remarks, that he was not being entirely honest with his audience. Eliminate (C) as well; in a State of the Union Address, no one else talks but the president, and although his audience does clap when they agree with him, he wholly and fully has the floor. Choice (D) can also be eliminated, because, although he is alluding to the difficulties of politics, these sentences don't serve as an introduction to the complications of his policies. Watch out for (E). These words do foreshadow an admission of some sort, but not necessarily an admission that would be difficult for the audience to take in. So eliminate (E). Therefore, (B) is the correct answer. He's about to say something that politicians don't typically disclose, which is that politicians sometimes say things just to get elected or, in his case, reelected.
15. **E** Writers deliberately employ rhetorical strategies in various ways in order to create unity or a logical line of reasoning. In this instance, the paragraph might have more than one important function, so begin by narrowing down those that do not *not* express how the paragraph relates to the passage as a whole. Eliminate (A) because the subject in the second paragraph has little, if nothing, to do with the subject of the third paragraph. Choice (B) can also be eliminated, because the subject in the fourth paragraph doesn't have a close relationship to the subject in the third paragraph. Eliminate (C) as well. The tone of the third paragraph could be described as serious, but not somber or gloomy; in fact, it ends with optimism for the future. Don't get distracted by (D). Although the subject matter does diverge from the subject of the preceding paragraph, in looking at the passage as a whole, the effect of the differing subject matter doesn't create suspense for what the writer will say next. Therefore, (E) is the correct answer. The first two paragraphs discuss international matters, while the third and fourth paragraphs discuss domestic matters, an inverse topic.
16. **E** Footnote 1 gives President Kennedy's famous words from his inaugural address and explains they were meant to inspire civic action and public service. When you reread the text where the footnote is placed—right after the sentence "And now, members of Congress, let me tell you what you can do for your country"—you get clues about the intention of these lines. There is obviously an overlap in the diction. Choice (D) can be eliminated because President Bush is speaking about the economy, and President Kennedy was talking about public service. Eliminate (C) because, if this was the intention of the lines, the writer would have stated the role of Congress in more direct terms. Eliminate (B) because President Bush is talking about steps he wants Congress to take to improve the economy, which has nothing to do with civic action. Watch out for (A). Although the lines do connect the words of the two presidents, there isn't a direct comparison to *how* they speak. Therefore, (E) is the correct answer. President Bush uses some of President Kennedy's exact words—"what you can do for your country"—but he changes President Kennedy's "ask" to "tell." These lines show that President Bush was alluding to President Kennedy's famous words.
17. **C** The footnote explains that Puritans were members of the Protestant faith who had very strict moral and religious opinions and ways of life. Choice (E) can be eliminated most easily because there's no suggestion of the wealth of the group the writer is referring to. Eliminate (B) because it's clear the writer is referring to Puritans in a negative light, not a positive one as "optimistic" would suggest. Choice (D) is a bit far-fetched, but it might distract you, because in the passage the writer does talk about Puritans being kept awake all night with worry. But that's not exactly what he's implying here. Choice (A) might also tempt you, but the writer doesn't invoke the Puritans to comment on their religious beliefs. Rather, he references Puritans in the context of a tax policy that he is proposing. Therefore, (C) is the correct answer. The writer is suggesting that his opponents are excessively rigid and needlessly worry about something that doesn't exist—in this case, that providing tax incentives for the wealthy is unfair to middle- and low-income people, something the writer disagrees with completely.

18. **C** In this case, the writer is using the phrases “big guy” and “little guy” figuratively, not literally, in order to illustrate how the economy functions. These words have a simple connotation. You can eliminate (E) can most easily. While famous people typically have more money than everyday people, the effect of this statement is not to encourage everyday people to ask famous people for their money. For similar reasons, (A) and (D) can be eliminated. While the phrases “little guy” and “big guy” do delineate one group from the other, the writer doesn’t use these terms to encourage disagreement or agreement between them. Be careful of (B). Although the phrases could potentially come across as intimidating, their main function isn’t to intimidate listeners. Therefore, (C) is the correct answer. The writer is using very simple terms (the rich as “the big guy” and the poor as “the little guy”) to portray a complex economic dynamic in oversimplified terms.
19. **A** Reread the entire paragraph that includes this statement. The writer states that his proposed plan is being discussed in “a political season,” alluding to the fact that there is an election coming up. During election time, politicians often make statements they think will persuade their constituents to elect them, or in this case, reelect them. The writer was about to campaign for another presidential term. Choice (E) can be eliminated most easily because the context tells you that the intricacy of his policies isn’t at all what he was alluding to. The use of the word *partisan*, which refers to the two major parties in U.S. government, Republican and Democrat, might tempt you to choose (B) or (C), but neither the disagreements between the parties nor the black-and-white nature is what the writer is getting at. Be careful of (D). This answer choice does reflect the writer’s suggestion that people might distrust his motivations, but he’s not merely addressing people in Congress. Therefore, (A) is the correct answer. The writer states, “But I ask you to know what is in my heart,” as a way of persuading people that his intentions are not politically motivated, but genuinely intended to help the American people.
20. **B** In this passage, the writer is persuading his audience to agree with the policies he believes in. Writers have various methods of developing their thoughts so that they will have the impact they desire on an audience. In these lines, the writer is using a very specific tactic to appeal to his audience. Choice (C) can be eliminated most easily, since there are no facts and figures expressed in these lines. Eliminate (E) as well, because these lines don’t scrutinize details, as in an analysis, nor does he ask the audience to make a deduction of the details, as in an inference. Choice (A) can also be eliminated. The writer isn’t walking the audience through his policies using logic and reasoning in these lines. Be careful of (D). The writer does talk about what he thinks is “right,” which implies claims of morality and ethics, but it’s not the primary method he is using to win over his audience. Therefore, (B) is the correct answer. The writer asks his audience to “know what is in [his] heart,” which essentially pulls on the audiences’ emotions as a way to persuade them of his benevolent personal character and his ideas for how the nation should move forward.
21. **A** Obtaining the context of this statement helps you answer this question, but by analyzing the sentence itself, you can arrive at the correct answer. Although the writer refers to politics as something some consider to be a “game,” that’s not the primary purpose of the statement. Eliminate (E). Choice (C) can also be eliminated, because the writer is saying almost the opposite: politicians should stop strategizing to thwart the advancement of policies they don’t agree with. Similarly, (B) can be eliminated because, although the writer does state that progress is sometimes impeded by politicians, it’s not because they have ill will; it’s because they prefer their agendas to those of the opposing side. Be careful of (D). The writer is hinting that being flexible, or compromising, is a way to help the country move forward and improve; however, this statement goes beyond just that notion. Therefore, (A) is the correct answer. Some politicians block other politicians with opposing views, so that nothing gets accomplished, and then complain about the lack of progress being made in improving America. They complain about the problems they, in fact, helped create.
22. **A** Oftentimes, writers repeat words or phrases to underscore a point they want to drill into the minds of their audience. This is happening in these lines. The writer arranges the words “on Earth” to appear after every superlative adjective (*freest, kindest, strongest*). The sentence discusses America in terms of other countries on the planet. Choice (C) can be eliminated most easily because the United States—not American people—are being discussed in these lines. Choice (D) can be eliminated as well. While these lines do discuss a principle that the United States was founded upon (freedom), the other attributes (kindness and strength) are not American principles per se. In addition, that’s not all the writer is trying to say here. Also eliminate (B) because, while one of the writer’s aims was to further emphasize the effectiveness of his leadership capabilities, that’s not what the repetition in these lines was meant to achieve. Watch out for (E). The sentence does compare the United States with other countries in the world, and it does suggest the values the United States promotes worldwide, but it doesn’t exactly express the

United States' accomplishments. Eliminate (E). Therefore, (A) is the correct answer. By repeating "on Earth" and using superlative adjectives, the writer talks about the United States in relationship to other countries, effectively saying that the United States is a freer, kinder, and stronger nation than any other in the world. The arrangement of these lines serves to emphasize the United States' international standing.

23. **D** To ascertain this overview, think about the writer's intention. You know it's a State of the Union Address, so that offers clues. Choice (C) can be eliminated most easily. Chronology is irrelevant in this passage. Eliminate (A) as well. Although the writer does put forth his opinions throughout the passage, he isn't focused on experiences he had or events he personally witnessed, nor do his words become more dramatic as the passage progresses. Choice (B) can also be eliminated because the writer isn't trying to convince his audience of just one idea, or assertion. Be careful of (E). The writer does, from time to time, talk about the arguments for and against various topics, but that's not the *primary* organization of the passage. Therefore, (D) is the correct answer. The writer develops his thoughts by pronouncing his intentions and goals for the country.
24. **B** The question asks how the writer can effectively transition from the introduction to the main argument. The first half of the sentence continues the introduction. The writer is illustrating one type of community recycling initiative, curbside pickup. However, the main argument is that these initiatives have not helped make recycling effective. A transitional element is needed to move the reader from community recycling initiatives into the argument that they are not effective. Most effective transitions use transitional words or phrases to move the reader from one idea to another. Because the purpose of the transition in this sentence is to move readers from the introduction to the main argument, a contrasting word or phrase would be most effective. Eliminate (A) because the original sentence does not use transitional words or phrases. Choices (C) and (D) use transitions that link ideas ("and," "together with"), and (E) places "curbside pickup" in opposition to "current recycling systems." This does not make sense, as curbside pickup is a current recycling system. The use of "however" in (B) tells the reader that even though community initiatives were supposed to help make recycling more effective, the opposite effect happened. Therefore, the correct answer is (B).
25. **C** This question asks you to identify the tone of the passage, and to apply that tone to one sentence. Tone is the writer's attitude toward a subject. It reflects the writer's feelings. Be careful not to mistake tone for mood. Mood is how the reader feels when reading a piece of writing. The tone of this passage is formal and instructive. Characteristics of formal writing include the use of third-person point of view, academic language, and complex sentences. Eliminate (D) and (E) because they use second-person point of view (you) instead of the objective third, and consequently create a tone that is more informal. Choices (A) and (B) can be eliminated because of their use of informal language ("one-way ticket to the garbage dump" and "disposable junk.") Choice (C) maintains the use of the objective third-person point of view, and includes precise language like "disposed of" and "waste." Therefore, (C) is the correct answer.
26. **C** This question asks you to consider where a counterclaim would be most effective. In argumentative writing, a counterclaim addresses the opposing viewpoint. Writers will introduce a counterclaim for the sole purpose of refuting it. Essentially, a counterclaim lets the writer acknowledge an opposing viewpoint and show the reader why it is false. The main argument in the second paragraph is that single-stream recycling is ineffective because it leads to contamination. Sentences 5 and 6 define single-stream recycling as a "process of collecting all types of recycling" that allows consumers to "toss recyclable items into one bin." Choices (A) and (B) can be eliminated most easily because introducing the counterclaim as part of the definition would not make sense. Sentences 9 and 10 then use evidence to support the claim, so neither option would be an appropriate location for a counterclaim. Eliminate (D) and (E). The word "However," before sentence 8 sets up a difference of opinion that would easily transition readers from the counterclaim to the claim. Therefore, (C) is the correct answer.
27. **D** This question asks you to make a correlation, or connection, between the main argument of the passage and the ideas expressed in a body paragraph. The key idea is already clarified in the second part of the original sentence, "the cost of recycling is on the rise." This question is *not* asking you to create a topic sentence. Instead, you should focus on revising the underlined text to tie the main argument of the passage directly to the key point. The main argument in this draft is that recycling has become ineffective. This paragraph uses the rising cost of recycling to demonstrate why recycling is ineffective. Eliminate (A), (B), and (E) because none of these addresses the main argument. There is no clear link between the ineffectiveness of recycling and rising recycling costs. Choice (C)

uses the phrase “As if . . . wasn’t” to set off a comparative relationship between recycling different recycling problems. The problems of single-stream recycling and high recycling costs are linked, but the main argument is not addressed. Therefore, (D) is correct. This sentence clearly links the rising costs of recycling to the main argument that recycling is ineffective. It even uses the word “ineffective” to make that connection.

28. **B** This question asks you to determine where evidence can best be used to support a key point. Remember, a key point helps build the main argument of the passage. In this case, the main argument is that recycling is ineffective because costs are rising. The evidence the writer wishes to incorporate into the paragraph uses data to give an example of the rising costs of recycling. The evidence shows, in dollar amounts, how much recycling costs have risen for one specific waste disposal company. Choice (A) is incorrect because evidence is most effectively used to support a point. It would not make sense to begin the paragraph with the evidence and establish the point after. Eliminate (C) and (D) as well, because the evidence does not support the information presented in each of those sentences. Furthermore, (E) is incorrect because the evidence would not effectively conclude the third paragraph and introduce the fourth paragraph. The evidence directly supports the idea that “the cost of recycling is on the rise,” so it should come after sentence 11. This makes (B) the correct answer.
29. **D** Reread the entire paragraph that includes this sentence. The paragraph states that China has capped waste contamination standards “at less than 1 percent.” The writer is trying to illustrate that China will no longer take many U.S. waste items because the items exceed this contamination cap. Eliminate (A) because the sentence as initially written is somewhat unclear. When the writer states that “U.S. paper products have a 25 percent food contamination rate,” it is unclear if the percentage refers to paper waste exported as a whole, or each piece of paper waste. Moreover, the term “food contamination” is not explained. Choice (B) is incorrect because it simply revises the syntax, or word arrangement, of the sentence. The rearrangement of the words does not clarify what is meant by food contamination or clarify the context of the percentage rate. Choice (C) is incorrect because it does not make the text clearer, but actually changes the meaning of the underlined text. This option presents false information that is not supported by the rest of the paragraph. Finally, (E) can be eliminated because it changes the point of view and does not clarify the information. Choice (D) effectively clarifies both issues. It clarifies that the 25 percent references each individual paper product, and that “food contamination” is food waste or residue left on each paper product. The correct answer is (D).
30. **B** This question is asking you to identify an effective conclusion to the passage as a whole. It is *not* asking you to simply conclude the paragraph. An effective conclusion sums up the main argument and key points of a passage. Eliminate (A) and (C) because they conclude the paragraph, not the main argument. Choices (D) and (E) are incorrect because neither sentence restates the main argument or reviews key ideas. Choice (D) offers a solution to rising costs, which is only discussed in the final paragraph, and (E) calls on Americans to “act.” Therefore, (B) is correct because it addresses the main argument by stating that “more effective solutions” are needed to make recycling work. The sentence also refers to the two key points first stated in the thesis about why recycling is ineffective.
31. **A** The purpose of an introduction is to introduce a subject in a way that captures the reader’s attention and builds interest in the argument. This passage argues that jazz music is representative of the city of New Orleans, both in form and function. An effective introduction should seek to connect jazz music to New Orleans. Eliminate (B), (D), and (E) because these sentences focus entirely on jazz music without connecting it to New Orleans. Choice (C) focuses entirely on the “diversity and character” of New Orleans without specifying its relation to jazz. While both are relevant to the passage, the overall subject is not just New Orleans. Choice (A) ties in both aspects of the passage by stating most experts agree that “New Orleans is the birthplace of American jazz music.”
32. **A** This question gives you a specific audience and asks you to consider what information this audience most needs to know in order to better understand the text. Music students in an introductory music class would most likely require a definition of jazz music at the beginning of the passage. This would give a frame of reference for their understanding. While (B) and (C) provide an overall introduction to the topic, they do not aid in understanding the topic. Choices (D) and (E) introduce New Orleans as a city, but do not introduce the topic of jazz. Therefore, they are incorrect. Choice (A) defines jazz and is thus the correct answer.

33. **A** This question asks you to think about how the writer develops ideas. Writers develop ideas in a variety of ways, including the use of comparison, narration, description, definition, and cause/effect. The underlined text in sentence 2 is a description. The music is described as a “kaleidoscope of syncopated rhythm and complex harmony.” The description is useful because it explains the claim made in sentence 1. Eliminate (D) and (E) because they suggest the text should be deleted. The text is useful to the development of the ideas in the sentence. Be careful of (B) and (C), which both recommend keeping the underlined text. That part is correct, but the reasoning is flawed. There is no indication that the audience perceives New Orleans to be “colorful,” nor is there a contrast to other forms of American music. The description should be kept because it shows the reader the “diverse cultural and social fabric” that led to jazz. Therefore, the correct answer is (A).
34. **E** Read the question carefully. Some questions will ask you to assess the passage as a whole. Other questions, like this one, will ask you to focus only one aspect of the passage. Here, the writer wants to revise a sentence to insert an argument into the paragraph. You can use the evidence provided in the paragraph to help you determine which answer is correct because the question states that the argument should be supported “by the evidence within the paragraph.” As it is written, there is no argument introduced in sentence 3. This is why the question asks you to modify the sentence. So you can immediately eliminate (A). Choices (B) and (D) elaborate on the idea that the people of New Orleans loved to dance. Both mention the “dance halls and social festivals” that provided opportunities to dance. However, the paragraph is not focused on the love of dance, but on the relationship between New Orleans culture and the purpose of jazz. Eliminate (B) and (D). Choice (C) is also incorrect, as it makes a claim that the people of New Orleans were “eager to explore new forms of dancing,” which is not supported in the paragraph. Therefore, (E) is correct. It introduces the argument that the culture of New Orleans changed music and helped give birth to jazz. The festive culture is documented in the quote from Louis Armstrong. The argument is supported by the final sentence in the paragraph, which states that the culture influenced the music by stating that the city created an environment in which musicians could experiment.
35. **C** This question asks you to choose which piece of evidence is NOT relevant to the main argument. In this case, the main argument is that New Orleans “created an environment” in which jazz music could flourish. Relevant evidence should develop the argument with supporting details, facts, examples, and illustrations. Information about music in New Orleans during the early twentieth century could provide useful details that would support the main argument. Therefore, (B) and (E) are incorrect because they would enhance the development of the argument. Choices (A) and (D) would provide firsthand accounts from musicians working in New Orleans during the early twentieth century. They too would likely be a source of relevant information. Therefore, (A) and (D) are incorrect. This leaves (C). While a blog post on a tourism website might have useful information when planning a trip to New Orleans, it does not tie in with the city’s role as related to jazz music. Therefore, the correct answer is (C).
36. **D** This question asks you to consider the reasoning of an argument. Most arguments follow a line of reasoning in which the writer presents information and then provides commentary about why the information matters. The sentence in question does add to the overall development of the paragraph because it explicitly states how jazz music mirrors the political characteristics of New Orleans. Therefore, (E) can be most easily eliminated. The new sentence gives you a big clue by repeating the word *ungovernable*, which is used in sentence 8. The repetition of this word allows you to dismiss (A) and (B), because the new sentence should connect with sentence 8. Placing the commentary after sentence 7 would be ineffective, because there is no immediate connection between the commentary and sentence 7. So (C) can be eliminated. As the city is “ungovernable,” so is the music. Therefore, (D) is the correct answer.
37. **D** This question asks you to consider the relevance of a parenthetical phrase. Remember, parenthetical details are not essential to the overall meaning of a text. However, when used correctly, they can offer important explanations and details that can aid in understanding. Because this parenthetical phrase explains the “collaborative nature of jazz,” it is useful in aiding understanding. Therefore, it should not be eliminated. Eliminate (A), (B), and (C) because they suggest the phrase be eliminated and their arguments for doing so are not valid. It does not interrupt an argument. Also, the detail is not unnecessary, as it explains how jazz is collaborative. There is also no inappropriate shift in tense, as the sentence itself is written in past tense. Be careful of (E). Although the phrase should be kept, it does more than provide enjoyment; it gives additional useful information. Therefore, (D) is correct.

38. **B** The focus of this item is word choice and precision of language. Eliminate (A) because the phrase “Southern city” has no clear meaning and the relevance of New Orleans being a Southern city is not specified. Choice (C) is also incorrect, because the addition of “very” to “Southern city” does not clarify or add meaning. Choice (D) is not supported by any evidence within the passage, so it should be dismissed as incorrect. This leaves (B) and (E). While (E) might be tempting, it is not relevant to the information presented in the paragraph. Eliminate (E). Therefore, (B) is correct. It clarifies the meaning of “Southern city” and demonstrates the uniqueness of having a diverse population.
39. **A** Writers use description in argumentative and rhetorical writing to illustrate ideas, give examples, and even establish context. As this information is presented in the introduction, it tells you that the writer is using these details to establish context and orient the reader to the purpose of a gap year. The underlined portion should be included in the paragraph because it gives the reader a frame of reference. It shows the reader what a gap year can look like and asserts that the writer understands the concept of a gap year before making an argument. Eliminate (D) and (E) because they suggest deleting the underlined text. Choice (D) states that it is contrary to the writer’s purpose, but this is untrue. The writer’s purpose is to show the benefits of a gap year, and the underlined text helps to do this. Choice (E) is false because there is no claim made in the sentence. Be careful of (B) and (C). While they correctly recommend leaving the underlined text, their reasoning is flawed. Although the subject in the introduction is working with young students in a developing nation, there is no evidence to suggest that the writer is speaking directly to people living in developing nations. Moreover, the main argument of the passage is not about the importance of education; it is about the importance of a gap year. Eliminate (B). The writer approaches the subject with a positive tone, but the purpose of the description is not to develop tone, so eliminate (C). The underlined portion develops context and understanding of a gap year, and that is why it should be kept. The correct answer is (A).
40. **A** Purpose is what the writer hopes to accomplish with a text. Don’t confuse the writer’s purpose with the main argument or claim. The main argument is a response to the writer’s purpose. For instance, if the writer’s purpose is to persuade readers to take action, then the main argument will expand and clarify that purpose. In this passage, the writer’s purpose is to persuade readers of the benefits of taking a gap year. Because this is the purpose, (B) and (C) can automatically be dismissed as incorrect. Both answers seek to argue *against* taking a gap year. Choices (D) and (E) are also incorrect because they seek to inform, not persuade. The phrase “can be beneficial for students if implemented correctly” refers to the gap year. The writer is saying that a gap year has benefits, if done right. Therefore, (A) is correct.
41. **D** This question asks you to consider the relationship between word choice and argumentation. The main argument in this passage is that a gap year has benefits. The main argument of this specific paragraph is that motivation is important when seeking to benefit from a gap year. The word *pros* is not effective in setting up the main argument in the paragraph. The writer needs to reiterate that a gap year is beneficial. The use of the word *pros* makes it seem as if the writer is merely listing information, not arguing in favor of a position. Choice (A) is incorrect because, like *pros*, the word *implications* does not make a strong connotative case in favor of the argument. Eliminate (B) and (E) because they have negative connotations and portray the argument in a negative light. Be careful of (C). It has a positive connotation, but the writer needs to do more than just state the appeal of a gap year. The writer needs to state that a gap year does benefit students. *Efficacy* refers to the ability to produce a desirable result. It is similar to words like *benefit*, *advantage*, and *virtue*. This word establishes a positive connotation and helps make an argument in favor of a gap year. Therefore, (D) is correct.
42. **C** Quotes are effective when they help clarify, develop, or give support to a main argument. The argument in the second paragraph is that students must be motivated when taking a gap year. Sentence 6 explains why students must be motivated—because having a “clear plan” makes it “more likely” for them “to benefit from a gap year.” Because the quote provides an expert opinion to support the reasoning in sentence 6, it should be placed near that sentence. Choices (A) and (B) are incorrect because sentence 5 contains the main argument. The new quote does not work to effectively introduce the argument or explain the argument. Choices (D) and (E) can also be eliminated. Sentence 7 provides another piece of evidence. It references studies that demonstrate the impact of a gap year on academic progress. This information can best build on the quote. Sentence 8 builds on sentence 7 with the introductory phrase “This renewed focus.” Therefore, placing the quote after sentence 7 would disrupt the flow of ideas. This quote should best be placed after sentence 6. The correct answer is (C).

43. **B** Transitional words and phrases can be used to extend, clarify, or even contrast ideas. Sentence 10 argues that students are not “equipped” to complete college degrees “in a timely manner.” This idea is supported with the statistic that over half of college students take six years to complete college. The writer’s perspective is that this is too long. Sentence 11 argues that a gap year might lessen the amount of time students spend in college because students can “explore career options” and choose the right degree program before starting school. The information in sentence 11 contrasts the information presented in sentence 10. Therefore, a transitional word or phrase that denotes contrast should be used. Choice (A) sets up an example, and this does not happen in sentence 11. Choice (C) sets up a comparison, but sentences 10 and 11 are not similar. Finally, (D) and (E) set up additions. But sentence 11 does not add information to the argument made in sentence 10. Choice (B) provides a contrast. By incorporating it into sentence 11, the writer effectively states that *instead* of spending six years in college, a gap year can help students narrow career options and be more focused. The correct answer is (B).
44. **C** A comparison can take many forms. It can be a simile, metaphor, analogy, or even an anecdote. Writers use comparisons to help the reader gain understanding about an idea or argument. The third paragraph argues that a gap year can help students gain emotional maturity. The question asks you to identify the comparison that best shows this argument. Eliminate (D) and (E) because, while they may be accurate statements, there is no comparison about emotional maturation (the main topic of the paragraph). Choice (A) can also be dismissed because its focus is on an adolescent’s dependency on adults. Not only is this a sweeping statement, but it also does not address the main argument in the paragraph. Finally, (B) is incorrect because it focuses more on college in general, not a gap year specifically. Choice (C) addresses both the gap year and the new “insight into life and self” that students can receive. This new insight is emotional maturation. Therefore, the comparison supports the main argument that a gap year can help students mature emotionally. The correct answer is (C).
45. **A** Evidence is any fact, statistic, detail, example, quote, explanation, or illustration that helps prove a claim. In this case, the claim is that “a gap year is not for every student.” Choices (B) and (D) can be eliminated because they give evidence that is contrary to the claim. While (C) acknowledges the claim, it provides no evidence to support it. Rather, it merely extends the claim by noting that “some students” are not cut out for a gap year. The phrase “use the gap year appropriately” is vague, and the statement requires more clarification. Finally, (E) is incorrect because it makes a suggestion that does not support the claim. This is more of a concluding statement, as it asks readers to do something with all of the arguments and evidence set forth in the passage. Evidence to support this claim should include the explanation that some students found it “difficult to return” and be in a different place from their peers. Therefore, (A) is correct.