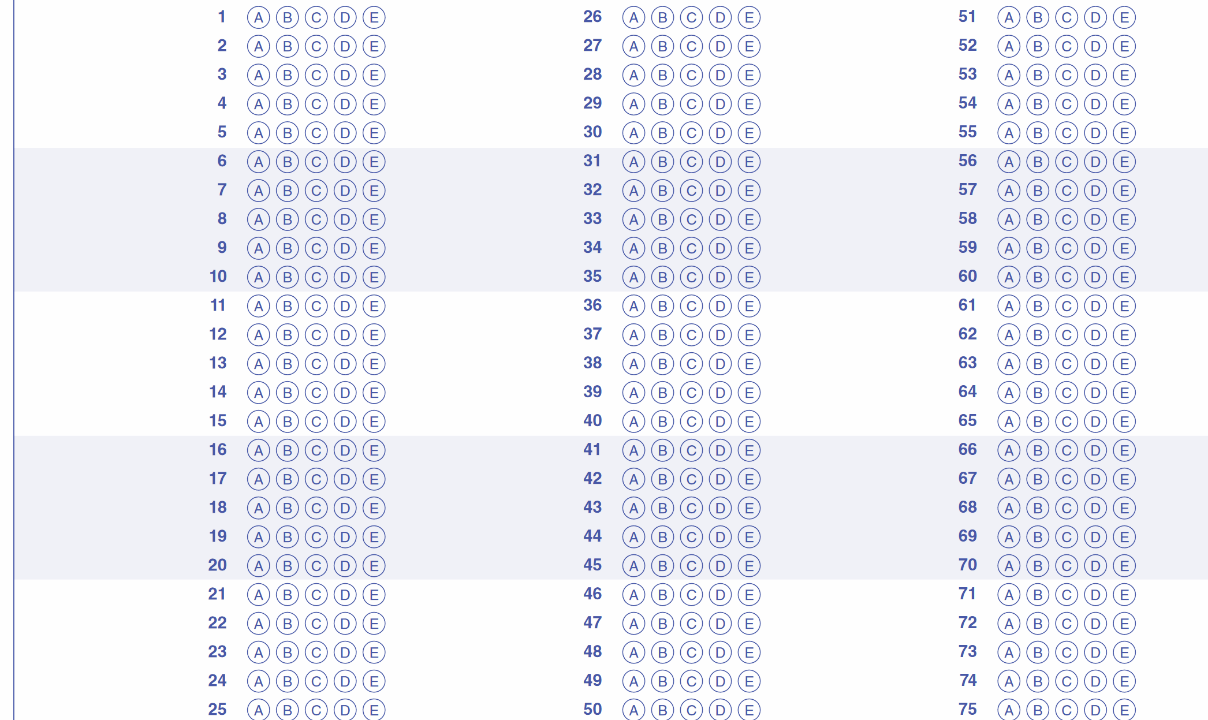
**Multiple Choice Practice**:   
*One way to do it*

1. Select one multiple choice passage or poem and its questions.

It will help the students to have practiced with a variety of passage types. Those on the AP exam will be prose and poetry ranging from the 16th century to the present. You might want to use samples during the year in increasing order of difficulty, starting with some more accessible sets.

1. Distribute (or have students construct) the answer sheets.
2. Have students work independently to answer questions until time is called. They are to mark their choices in ink in column A.

On the actual exam students will probably have 60 minutes for 5 passages and 55 questions. Consider allowing more time early in the year, less as the exam nears.

As they work they can assign “types” to questions using whatever categories they choose. When they have several to compare they may discover areas of strength or skills to focus on.

1. When time is called students stop work and fill in any remaining boxes in column A with an X.

After they have done several, they can see if their timing is progressing, although it’s a little difficult to compare the time on two completely different passages.

1. Students then gather with their teammates to come to consensus on a team answer for each question. That answer goes in column B; everyone on the team will have the same responses in that column. This column will determine their grade on the activity. *During the conversation they must speak English; they may not speak Test.* If anyone says “A,” “B,” “C,” “D,” or “E” or says the number of any of the questions, the team forfeits its credit for the assignment.

The aim here is to put the focus on the literature and to help the students increase their working vocabularies by forcing them to use the words in the passage and the questions in meaningful sentences.

1. Finally, give students the correct answers. Encourage discussion about which of the other choices proved inviting, and why they are not the best choice.
2. Grades here should probably not count heavily since the exercise is not directly assessing something that has been taught. You might consider—especially early in the year—allowing teams to make a ‘first’ and a ‘second’ choice, giving partial credit if the second choice is correct.