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Directions:

Today, you will be taking the Grade 11 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as follows:

(A) ● (C) (D) (E) (F) (G)

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

(A) ● (C) ● ● (F) (G)

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

Read the passage from the novel *Cranford*. Then answer questions 1 through 5.

from *Cranford*

by Elizabeth Gaskell

CHAPTER I—OUR SOCIETY

- 1 In the first place, Cranford is in possession of the Amazons; all the holders of houses, above a certain rent, are women. If a married couple come to settle in the town, somehow the gentleman disappears; he is either fairly frightened to death by being the only man in the Cranford evening parties, or he is accounted for by being with his regiment, his ship, or closely engaged in business all the week in the great neighbouring commercial town of Drumble, distant only twenty miles on a railroad. In short, whatever does become of the gentlemen, they are not at Cranford. What could they do if they were there? The surgeon has his round of thirty miles, and sleeps at Cranford; but every man cannot be a surgeon. For keeping the trim gardens full of choice flowers without a weed to speck them; for frightening away little boys who look wistfully at the said flowers through the railings; for rushing out at the geese that occasionally venture into the gardens if the gates are left open; for deciding all questions of literature and politics without troubling themselves with unnecessary reasons or arguments; for obtaining clear and correct knowledge of everybody's affairs in the parish; for keeping their neat maid-servants in admirable order; for kindness (somewhat dictatorial) to the poor, and real tender good offices to each other whenever they are in distress, the ladies of Cranford are quite sufficient. "A man," as one of them observed to me once, "is so in the way in the house!" Although the ladies of Cranford know all each other's proceedings, they are exceedingly indifferent to each other's opinions. Indeed, as each has her own individuality, not to say eccentricity, pretty strongly developed, nothing is so easy as verbal retaliation; but, somehow, good-will reigns among them to a considerable degree.
- 2 The Cranford ladies have only an occasional little quarrel, spirited out in a few peppery words and angry jerks of the head; just enough to prevent the even tenor of their lives from becoming too flat. Their dress is very independent of fashion; as they observe, "What does it signify how we dress here at Cranford, where everybody knows us?" And if they go from home, their reason is equally cogent, "What does it signify how we dress here,

where nobody knows us?" The materials of their clothes are, in general, good and plain, and most of them are nearly as scrupulous as Miss Tyler, of cleanly memory; but I will answer for it, the last gigot, the last tight and scanty petticoat in wear in England, was seen in Cranford—and seen without a smile.

- 3 I can testify to a magnificent family red silk umbrella, under which a gentle little spinster, left alone of many brothers and sisters, used to patter to church on rainy days. Have you any red silk umbrellas in London? We had a tradition of the first that had ever been seen in Cranford; and the little boys mobbed it, and called it "a stick in petticoats." It might have been the very red silk one I have described, held by a strong father over a troop of little ones; the poor little lady—the survivor of all—could scarcely carry it.
- 4 Then there were rules and regulations for visiting and calls; and they were announced to any young people, who might be staying in the town, with all the solemnity with which the old Manx laws were read once a year on the Tinwald Mount.
- 5 "Our friends have sent to inquire how you are after your journey to-night, my dear" (fifteen miles, in a gentleman's carriage); "they will give you some rest to-morrow, but the next day, I have no doubt, they will call; so be at liberty after twelve—from twelve to three are our calling-hours."
- 6 Then, after they had called,
- 7 "It is the third day; I dare say your mamma has told you, my dear, never to let more than three days elapse between receiving a call and returning it; and also, that you are never to stay longer than a quarter of an hour."
- 8 "But am I to look at my watch? How am I to find out when a quarter of an hour has passed?"
- 9 "You must keep thinking about the time, my dear, and not allow yourself to forget it in conversation."

from Cranford by Elizabeth Gaskell—Public Domain

1. Part A

What does the narrator really mean when she states that “If a married couple come to settle in the town, somehow the gentleman disappears”?

- Ⓐ The men are forced to leave town by the ladies of Cranford.
- Ⓑ The men have a tendency to mysteriously vanish from Cranford.
- Ⓒ The men choose to avoid Cranford as much as possible.
- Ⓓ The men have no job opportunities close to Cranford.

Part B

Why does the author choose to make the statement quoted in Part A?

- Ⓐ to illustrate the seriousness of the situation
- Ⓑ to exaggerate the humor of the situation
- Ⓒ to point out the irony of the situation
- Ⓓ to emphasize the tragedy of the situation

2. Part A

In paragraph 1, the author includes a list of tasks for which “the ladies of Cranford are quite sufficient.” How does the author’s choice to include this list contribute to an understanding of the women in Cranford?

- Ⓐ It highlights the women’s ability to take care of important tasks in their community.
- Ⓑ It emphasizes that the women often focus on unimportant matters rather than meaningful ones.
- Ⓒ It shows that the women regularly put the needs of others above their own.
- Ⓓ It explains the women’s need to rely on each other to strengthen their community.

Part B

Which statement from elsewhere in the passage contributes in a similar way to an understanding of the women in Cranford?

- Ⓐ “‘A man,’ as one of them observed to me once, ‘is so in the way in the house!’” (paragraph 1)
- Ⓑ “‘What does it signify how we dress here, where nobody knows us?’” (paragraph 2)
- Ⓒ “‘I can testify to a magnificent family red silk umbrella, under which a gentle little spinster . . . used to patter to church on rainy days.’” (paragraph 3)
- Ⓓ “‘Then there were rules and regulations for visiting and calls; and they were announced . . . with all the solemnity with which the old Manx laws were read once a year on the Tinwald Mount.’” (paragraph 4)

3. Part A

How does the imagined conversation in paragraphs 5–9 help to develop a central idea of the passage?

- Ⓐ It puts the ladies of Cranford in a more positive light than does the rest of the passage.
- Ⓑ It provides insight into the narrator's feelings about her personal experiences.
- Ⓒ It highlights the fact that despite the ladies' pride in their independence, they are closely tied to each other.
- Ⓓ It emphasizes the extent to which adherence to peculiar social customs has overwhelmed genuine human relations.

Part B

Which statement from the passage **best** supports the answer to Part A?

- Ⓐ "Our friends have sent to inquire how you are after your journey to-night, my dear'" (paragraph 5)
- Ⓑ ". . . they will give you some rest to-morrow, but the next day, I have no doubt, they will call" (paragraph 5)
- Ⓒ "' . . . I dare say your mamma has told you, my dear, never to let more than three days elapse between receiving a call and returning it'" (paragraph 7)
- Ⓓ "'You must keep thinking about the time, my dear, and not allow yourself to forget it in conversation.'" (paragraph 9)

4. Part A

What is the impact of the author's choice to use a resident of Cranford as the narrator?

- Ⓐ It allows the narrator to offer an informed critique of life in Cranford even though she maintains a certain distance from the people of the town.
- Ⓑ It permits the narrator to provide specific examples when mocking the things that the people of the town disapprove of.
- Ⓒ It helps the reader understand that the observations of the narrator are to be seen as biased and unreliable.
- Ⓓ It invites the reader to form his or her own opinions about the characters and events described.

Part B

Which statement from the passage **best** supports the answer to Part A?

- Ⓐ ". . . Cranford is in possession of the Amazons; all the holders of houses, above a certain rent, are women."
- Ⓑ "The surgeon has his round of thirty miles, and sleeps at Cranford; but every man cannot be a surgeon."
- Ⓒ ". . . I will answer for it . . . the last tight and scanty petticoat in wear in England, was seen in Cranford—and seen without smile."
- Ⓓ "We had a tradition of the first that had ever been seen in Cranford; and the little boys mobbed it and called it 'a stick in petticoats.'"

5. Part A

How does the author **mainly** structure paragraphs 1–3 in the passage from *Cranford*?

- Ⓐ The author begins with a description of the townspeople followed by an anecdote that supports one of her main points.
- Ⓑ The author uses comments from the townspeople to provide contrast to the points she makes about them.
- Ⓒ The author methodically describes townspeople who represent various social classes in the town.
- Ⓓ The author begins with a description of the setting followed by details about individual characters.

Part B

How does the author’s structure of paragraphs 1–3 **mainly** contribute to the overall meaning of the passage?

- Ⓐ It provides credibility for the women’s thoughts and actions.
- Ⓑ It reveals and illustrates the weaknesses of the ladies’ characters.
- Ⓒ It emphasizes the conflict between the men and women of the town.
- Ⓓ It shows the relationship between the setting and the actions of the townspeople.

Today you will read two passages containing strong character descriptions. The first passage is from the 1899 novel *Heart of Darkness* by Polish writer Joseph Conrad. The second passage is from the 1818 novel *Frankenstein; or the Modern Prometheus* by English writer Mary Shelley.

Read the passage from the novel *Heart of Darkness*. Then answer questions 6 and 7.

from Heart of Darkness

by Joseph Conrad

- 1 The sun set; the dusk fell on the stream, and lights began to appear along the shore. The Chapman lighthouse, a three-legged thing erect on a mud-flat, shone strongly. Lights of ships moved in the fairway—a great stir of lights going up and going down. And farther west on the upper reaches the place of the monstrous town was still marked ominously on the sky, a brooding gloom in sunshine, a lurid glare under the stars.
- 2 “And this also,” said Marlow suddenly, “has been one of the dark places of the earth.”
- 3 He was the only man of us who still “followed the sea.” The worst that could be said of him was that he did not represent his class. He was a seaman, but he was a wanderer too, while most seamen lead, if one may so express it, a sedentary life. Their minds are of the stay-at-home order, and their home is always with them—the ship; and so is their country—the sea. One ship is very much like another, and the sea is always the same. In the immutability of their surroundings the foreign shores, the foreign faces, the changing immensity of life, glide past, veiled not by a sense of mystery but by a slightly disdainful ignorance; for there is nothing mysterious to a seaman unless it be the sea itself, which is the mistress of his existence and as inscrutable as Destiny. For the rest, after his hours of work, a casual stroll or a casual spree on shore suffices to unfold for him the secret of a whole continent, and generally he finds the secret not worth knowing. The yarns of seamen have a direct simplicity, the whole meaning of which lies within the shell of a cracked nut. But Marlow was not typical (if his propensity to spin yarns be excepted), and to him the meaning of an episode was not inside like

a kernel but outside, enveloping the tale which brought it out only as a glow brings out a haze, in the likeness of one of these misty halos that sometimes are made visible by the spectral illumination of moonshine.

- 4 His remark did not seem at all surprising. It was just like Marlow. It was accepted in silence. No one took the trouble to grunt even; and presently he said, very slow—
- 5 “I was thinking of very old times, when the Romans first came here, nineteen hundred years ago—the other day. . . . Light came out of this river since—you say Knights? Yes; but it is like a running blaze on a plain, like a flash of lightning in the clouds. We live in the flicker—may it last as long as the old earth keeps rolling! But darkness was here yesterday. Imagine the feelings of a commander of a fine—what d’ye call ‘em?—trireme in the Mediterranean, ordered suddenly to the north; run overland across the Gauls in a hurry; put in charge of one of these craft the legionaries,—a wonderful lot of handy men they must have been too—used to build, apparently by the hundred, in a month or two, if we may believe what we read. Imagine him here—the very end of the world, a sea the color of lead, a sky the color of smoke, a kind of ship about as rigid as a concertina—and going up this river with stores, or orders, or what you like. Sandbanks, marshes, forests, savages,—precious little to eat fit for a civilized man, nothing but Thames water to drink. No Falernian wine here, no going ashore. Here and there a military camp lost in a wilderness, like a needle in a bundle of hay—cold, fog, tempests, disease, exile, and death,—death skulking in the air, in the water, in the bush. They must have been dying like flies here. Oh yes—he did it. Did it very well, too, no doubt, and without thinking much about it either, except afterwards to brag of what he had gone through in his time, perhaps. They were men enough to face the darkness.”

from *Heart of Darkness* by Joseph Conrad—Public Domain

6. Part A

In the passage from *Heart of Darkness*, the narrator and his companions are sailing on the River Thames near London, England. What does Marlow mean when he says in paragraph 2 that England **has been one of the dark places of the earth**?

- Ⓐ It was formerly corrupt and full of criminals.
- Ⓑ It was once a place beyond the limits of civilization.
- Ⓒ It has been the location of many violent confrontations.
- Ⓓ It has been less technologically developed than other countries.

Part B

Which quotation from Marlow's speech in paragraph 5 **best** supports the answer to Part A?

- Ⓐ "... you say Knights? Yes . . ."
- Ⓑ "... a wonderful lot of handy men they must have been too . . ."
- Ⓒ "Imagine him here—the very end of the world . . ."
- Ⓓ "Did it very well, too, no doubt . . ."

7. Part A

How does the author's comparison of Marlow to other sailors impact the reader's understanding of Marlow?

- Ⓐ It shows that he is of a different social class than other sailors.
- Ⓑ It shows that he is more intelligent than most sailors.
- Ⓒ It shows that he is interested in the deeper significance of events.
- Ⓓ It shows that he is quiet and leads a solitary existence.

Part B

Which quotation from *Heart of Darkness* **best** supports the answer to Part A?

- Ⓐ "The worst that could be said of him was that he did not represent his class." (paragraph 3)
- Ⓑ ". . . generally he finds the secret not worth knowing." (paragraph 3)
- Ⓒ ". . . to him the meaning of an episode was not inside like a kernel but outside, enveloping the tale" (paragraph 3)
- Ⓓ "It was just like Marlow. It was accepted in silence." (paragraph 4)

Read the passage from the novel *Frankenstein; or the Modern Prometheus*. Then answer questions 8 and 9.

from *Frankenstein; or the Modern Prometheus*

by Mary Shelley

LETTER III.

To Mrs. Saville, England.

July 7th, 17—

My dear Sister,

- 1 I write a few lines in haste, to say that I am safe, and well advanced on my voyage. This letter will reach England by a merchantman now on its homeward voyage from Archangel; more fortunate than I, who may not see my native land, perhaps, for many years. I am, however, in good spirits: my men are bold, and apparently firm of purpose; nor do the floating sheets of ice that continually pass us, indicating the dangers of the region towards which we are advancing, appear to dismay them. We have already reached a very high latitude; but it is the height of summer, and although not so warm as in England, the southern gales, which blow us speedily towards those shores which I so ardently desire to attain, breathe a degree of renovating warmth which I had not expected.
- 2 No incidents have hitherto befallen us that would make a figure in a letter. One or two stiff gales, and the springing of a leak, are accidents which experienced navigators scarcely remember to record; and I shall be well content if nothing worse happen to us during our voyage.
- 3 Adieu, my dear Margaret. Be assured, that for my own sake, as well as yours, I will not rashly encounter danger. I will be cool, persevering, and prudent.
- 4 But success *shall* crown my endeavours. Wherefore not? Thus far I have gone, tracing a secure way over the pathless seas: the very stars themselves being witnesses and testimonies of my triumph. Why not still proceed over the untamed yet obedient element? What can stop the determined heart and resolved will of man?

- 5 My swelling heart involuntarily pours itself out thus. But I must finish.
Heaven bless my beloved sister!
R.W.

LETTER IV.

To Mrs. Saville, England.

August 5th, 17—

- 6 So strange an accident has happened to us, that I cannot forbear recording it, although it is very probable that you will see me before these papers can come into your possession.
- 7 Last Monday (July 31st), we were nearly surrounded by ice, which closed in the ship on all sides, scarcely leaving her the sea-room in which she floated. Our situation was somewhat dangerous, especially as we were compassed round by a very thick fog. We accordingly lay to, hoping that some change would take place in the atmosphere and weather.
- 8 About two o'clock the mist cleared away, and we beheld, stretched out in every direction, vast and irregular plains of ice, which seemed to have no end. Some of my comrades groaned, and my own mind began to grow watchful with anxious thoughts, when a strange sight suddenly attracted our attention, and diverted our solicitude from our own situation. We perceived a low carriage, fixed on a sledge and drawn by dogs, pass on towards the north, at the distance of half a mile: a being which had the shape of a man, but apparently of gigantic stature, sat in the sledge, and guided the dogs. We watched the rapid progress of the traveller with our telescopes, until he was lost among the distant inequalities of the ice.
- 9 This appearance excited our unqualified wonder. We were, as we believed, many hundred miles from any land; but this apparition seemed to denote that it was not, in reality, so distant as we had supposed. Shut in, however, by ice, it was impossible to follow his track, which we had observed with the greatest attention.
- 10 About two hours after this occurrence, we heard the ground sea; and before night the ice broke, and freed our ship. We, however, lay to until the morning, fearing to encounter in the dark those large loose masses which float about after the breaking up of the ice. I profited of this time to rest for a few hours.

- 11 In the morning, however, as soon as it was light, I went upon deck, and found all the sailors busy on one side of the vessel, apparently talking to some one in the sea. It was, in fact, a sledge, like that we had seen before, which had drifted towards us in the night, on a large fragment of ice. Only one dog remained alive; but there was a human being within it, whom the sailors were persuading to enter the vessel.

from *Frankenstein, or the Modern Prometheus* by Mary Shelley—Public Domain

8. Part A

The full title of Mary Shelley’s novel is *Frankenstein; or the Modern Prometheus*. The subtitle refers to Prometheus, a mythological figure who symbolizes both the nobility of the quest for knowledge and the danger of overreaching in that quest. In the passage from *Frankenstein*, how do the two ideas symbolized by Prometheus interact and build on one another?

- Ⓐ R.W. possesses advanced geographic knowledge as a result of his explorations, but he has sacrificed personal happiness to gain that knowledge.
- Ⓑ R.W. believes firmly in his ability to achieve his goals, but he is challenged by the natural world he seeks to conquer.
- Ⓒ R.W. is extremely educated about his surroundings, but he makes a costly mistake about his location within those surroundings.
- Ⓓ R.W. is the only member of his crew to care about science for its own sake, but he overestimates what science can accomplish.

Part B

Select the **two** quotations that, taken together, **best** support the answer to Part A.

- Ⓐ “I am, however, in good spirits: my men are bold, and apparently firm of purpose” (paragraph 1)
- Ⓑ “. . . I shall be well content if nothing worse happen to us during our voyage.” (paragraph 2)
- Ⓒ “But success *shall* crown my endeavors.” (paragraph 4)
- Ⓓ “. . . it is very probable that you will see me before these papers can come into your possession.” (paragraph 6)
- Ⓔ “This appearance excited our unqualified wonder.” (paragraph 9)
- Ⓕ “Shut in, however, by ice, it was impossible to follow his track, which we had observed with the greatest attention.” (paragraph 9)

9. Part A

Mrs. Saville's brother uses the word **ardently** to describe his desire to reach an unexplored land. What does the word **ardently** mean in this context?

- Ⓐ anxiously
- Ⓑ passionately
- Ⓒ greedily
- Ⓓ religiously

Part B

Which quotation from the passage **best** supports the answer to Part A?

- Ⓐ "... indicating the dangers of the region towards which we are advancing . . ." (paragraph 1)
- Ⓑ "... for my own sake, as well as yours, I will not rashly encounter danger." (paragraph 3)
- Ⓒ "... the very stars themselves being witnesses and testimonies . . ." (paragraph 4)
- Ⓓ "What can stop the determined heart and resolved will of man?" (paragraph 4)

Refer to the passage from the novel *Heart of Darkness* and the passage from the novel *Frankenstein; or the Modern Prometheus*. Then answer questions 10 and 11.

10. Part A

Which theme emerges in the passages from *Heart of Darkness* and from *Frankenstein; or the Modern Prometheus*?

- Ⓐ People must learn from the mistakes of the past in order to avoid repeating them.
- Ⓑ One must have courage to face the unknown.
- Ⓒ When embarking on an adventure, one cannot predict the difficulties that may arise.
- Ⓓ Men of the sea are more prone to take risks than those live on land.

Part B

Select **one** sentence from **each** passage that supports the answer to Part A.

- Ⓐ "“I was thinking of very old times, when the Romans first came here, nineteen hundred years ago—the other day” (*Heart of Darkness*, paragraph 5)
- Ⓑ "“We live in the flicker—may it last as long as the old earth keeps rolling!” (*Heart of Darkness*, paragraph 5)
- Ⓒ "“They were men enough to face the darkness.” (*Heart of Darkness*, paragraph 5)
- Ⓓ "“Thus far have I gone . . . the very stars themselves being witnesses and testimonies of my triumph. Why not still proceed over the untamed yet obedient element?” (*Frankenstein; or the Modern Prometheus*, paragraph 4)
- Ⓔ "“So strange an accident has happened to us, that I cannot forbear recording it” (*Frankenstein; or the Modern Prometheus*, paragraph 6)
- Ⓕ "“Some of my comrades groaned, and my own mind began to grow watchful with anxious thoughts” (*Frankenstein; or the Modern Prometheus*, paragraph 8)

11. Part A

Select **two** options, one for each passage, that **best** describe how the author uses the setting to develop an element of **each** story.

- Ⓐ contrasts civilized and uncivilized places to create an uneasy mood (Conrad)
- Ⓑ juxtaposes the uncertainty of the land with the security of the sea to introduce a theme (Conrad)
- Ⓒ offers details about events in the passage to develop characters (Conrad)
- Ⓓ illustrates how the hazards of unexplored wilderness can be overcome to introduce a theme (Shelley)
- Ⓔ describes details of the harsh Arctic environment to foreshadow future events (Shelley)
- Ⓕ introduces an unexpected sighting of life in the bleak, uncivilized Arctic to create a sense of mystery (Shelley)

Part B

Select **two** pieces of evidence, one from each passage, that support the answers to Part A.

- Ⓐ “. . . their home is always with them—the ship; and so is their country—the sea.” (paragraph 3, Conrad)
- Ⓑ “. . . after his hours of work, a casual stroll or a casual spree on shore suffices to unfold for him the secret of a whole continent” (paragraph 3, Conrad)
- Ⓒ “Here and there a military camp lost in a wilderness, like a needle in a bundle of hay” (paragraph 5, Conrad)
- Ⓓ “One or two stiff gales, and the springing of a leak, are accidents which experienced navigators scarcely remember to record” (paragraph 2, Shelley)
- Ⓔ “. . . we beheld, stretched out in every direction, vast and irregular plains of ice, which seemed to have no end.” (paragraph 8, Shelley)
- Ⓕ “We perceived . . . a being which had the shape of a man, but apparently of gigantic stature” (paragraph 8, Shelley)

Read the passage from the speech “The Solitude of Self.” Then answer questions 12 through 16.

from “The Solitude of Self”

by Elizabeth Cady Stanton

- 1 The strongest reason for giving woman all the opportunities for higher education, for the full development of her faculties, forces of mind and body; for giving her the most enlarged freedom of thought and action; a complete emancipation from all forms of bondage, of custom, dependence, superstition; from all the crippling influences of fear, is the solitude and personal responsibility of her own individual life. The strongest reason why we ask for woman a voice in the government under which she lives; in the religion she is asked to believe; equality in social life, where she is the chief factor; a place in the trades and professions, where she may earn her bread, is because of her birthright to self-sovereignty; because, as an individual, she must rely on herself. No matter how much women prefer to lean, to be protected and supported, nor how much men desire to have them do so, they must make the voyage of life alone, and for safety in an emergency they must know something of the laws of navigation. To guide our own craft, we must be captain, pilot, engineer; with chart and compass to stand at the wheel; to watch the wind and waves and know when to take in the sail, and to read the signs in the firmament¹ over all. It matters not whether the solitary voyager is man or woman.
- 2 Nature having endowed them equally, leaves them to their own skill and judgment in the hour of danger, and, if not equal to the occasion, alike they perish.
- 3 To appreciate the importance of fitting every human soul for independent action, think for a moment of the immeasurable solitude of self. We come into the world alone, unlike all who have gone before us; we leave it alone under circumstances peculiar to ourselves. No mortal ever has been, no mortal ever will be like the soul just launched on the sea of life. There can never again be just such environments as make up the infancy, youth and manhood of this one. Nature never repeats herself, and the possibilities of

¹firmament—sky

one human soul will never be found in another. No one has ever found two blades of ribbon grass alike, and no one will ever find two human beings alike. Seeing, then, what must be the infinite diversity in human character, we can in a measure appreciate the loss to a nation when any large class of the people is uneducated and unrepresented in the government. We ask for the complete development of every individual, first, for his own benefit and happiness. In fitting out an army we give each soldier his own knap-sack, arms, powder², his blanket, cup, knife, fork and spoon. We provide alike for all their individual necessities, then each man bears his own burden.

- 4 Again we ask complete individual development for the general good; for the consensus of the competent on the whole round of human interests; on all questions of national life.

²powder—gun powder

from *The Solitude of Self* by Elizabeth Cady Stanton—Public Domain

12. Part A

How does the author use the term **solitude** in the passage from her speech “The Solitude of Self”?

- Ⓐ She uses the term to emphasize each person’s desire to be left alone.
- Ⓑ She uses the term to highlight each person’s uniqueness.
- Ⓒ She uses the term to highlight the isolation some women feel.
- Ⓓ She uses the term to emphasize a separation between the needs of self and of society.

Part B

Which statement offers the **strongest** support for the answer in Part A?

- Ⓐ “. . . a complete emancipation from all forms of bondage, of custom, dependence, superstition . . .” (paragraph 1)
- Ⓑ “. . . they must make the voyage of life alone . . .” (paragraph 1)
- Ⓒ “. . . the possibilities of one human soul will never be found in another . . .” (paragraph 3)
- Ⓓ “. . . each man bears his own burden . . .” (paragraph 3)

13. Part A

In paragraph 3, the author presents a metaphor describing how an army is outfitted. What role does this metaphor play in the passage?

- Ⓐ It shows how individuals work together to create something bigger than themselves.
- Ⓑ It illustrates how the needs of each individual must be met before the individual can assume a role in a larger undertaking.
- Ⓒ It provides an example of why it is important for people to practice self-reliance.
- Ⓓ It depicts people putting aside their differences for the good of society.

Part B

What major idea in the passage does the army metaphor help to develop?

- Ⓐ the idea that woman is the “chief factor” in social life
- Ⓑ the idea that nature has endowed men and women “equally”
- Ⓒ the idea that nature “never repeats herself”
- Ⓓ the idea that the nation suffers when people do not have an opportunity for “complete development”

14. Part A

Read the excerpt from paragraph 1.

. . . in the government under which she lives; in the religion she is asked to believe; equality in social life, where she is the chief factor; a place in the trades and professions, where she may earn her bread . . .

Why does the author use this list-like structure?

- Ⓐ to emphasize a large scope
- Ⓑ to highlight a particular issue
- Ⓒ to provide specific detail
- Ⓓ to contradict an earlier impression

Part B

Select **one** other quote in paragraph 1 that serves a similar function to the excerpt in Part A.

- Ⓐ “. . . for giving her the most enlarged freedom of thought and action; a complete emancipation from all forms of bondage, of custom, dependence, superstition; from all the crippling influences of fear . . .”
- Ⓑ “No matter how much women prefer to lean, to be protected and supported, nor how much men desire to have them do so, they must make the voyage of life alone”
- Ⓒ “. . . and for safety in an emergency they must know something of the laws of navigation.”
- Ⓓ “To guide our own craft, we must be captain, pilot, engineer; with chart and compass to stand at the wheel; to watch the wind and waves and know when to take in the sail”

15. Part A

In paragraph 1, what is the author's purpose in acknowledging that women may **prefer to lean** and men may **desire to have them do so**?

- Ⓐ to counter a claim that society has offered women more control and they have refused it
- Ⓑ to illustrate that most men are encouraging women to become more independent
- Ⓒ to prove that women and men have specific roles in society that cannot be changed
- Ⓓ to argue that despite some people's conflicted feelings, society will benefit from women having more control of their own lives

Part B

What broader idea in the passage is the author developing through her discussion of women who **prefer to lean** and men who **desire to have them do so**?

- Ⓐ that the best society is one composed of strong individuals
- Ⓑ that fundamental biological differences between men and women cannot be ignored
- Ⓒ that societal attitudes about independence are changing rapidly
- Ⓓ that what people do in their personal lives is not relevant to the nation's overall political life

16. Part A

Which statement provides the line of reasoning presented in the passage?

- Ⓐ Women and men may share a common experience of individuality, but women are better equipped to exert control over public matters.
- Ⓑ Women share the same experience that men do of navigating life as individuals and therefore should be given the opportunity to develop self-reliance for their own good and the good of society.
- Ⓒ People do not share a common experience, so society should consider individual differences, not gender, when determining who should be allowed to live independently.
- Ⓓ Women should pursue the opportunity to be self-reliant with caution because while it may be good for their individual development, it will hurt society in general.

Part B

Which sentence best reflects the purpose for the line of reasoning identified in Part A?

- Ⓐ "Nature having endowed them equally, leaves them to their own skill and judgment in the hour of danger, and, if not equal to the occasion, alike they perish." (paragraph 2)
- Ⓑ "There can never again be just such environments as make up the infancy, youth and manhood of this one." (paragraph 3)
- Ⓒ "We provide alike for all their individual necessities, then each man bears his own burden." (paragraph 3)
- Ⓓ "Again we ask complete individual development for the general good; for the consensus of the competent on the whole round of human interests; on all questions of national life." (paragraph 4)

Read the blog post “Are We Causing Antibiotic Resistance by Trying to Prevent It?” Then answer questions 17 through 22. NOTE: The hyperlinks are not active.

Are We Causing Antibiotic Resistance by Trying to Prevent It?

by Beth Skwarecki

- 1 You fill a prescription for antibiotics, and have 14 days worth of pills in your hand. Pop quiz: If you want to be a good citizen and prevent the spread of antibiotic resistance, how many of those pills should you take?
- 2 The **sticker on the bottle** is clear: all of them. In India, where Andrew Read studies infectious disease, resistance is so prevalent that standard malaria treatment includes not just the pills, but a boy who comes to your home each day to check that you’ve taken your dose. And yet, Read believes that aggressive treatment with antibiotics is increasing the spread of resistance, not controlling it.
- 3 To be clear, nobody is saying patients should decide their own dose. But there is a good argument to be made that the public health message about antibiotics, which is consistent worldwide for many diseases and drugs, deserves a second look.
- 4 I first heard about this idea in a talk Read gave at an evolutionary medicine conference in Palo Alto. He addressed one of those nagging questions I always had: if you have antibiotic-resistant pathogens in you, wouldn’t they survive antibiotic treatment no matter how long the course?
- 5 The answer is yes, at least sometimes. It’s true that some resistance is low-level, so you can kill off those bugs if you use enough medicine; sometimes the higher level resistance requires several mutations, so the sooner you can kill off your pathogens, the less likely they will find the magic combo of mutations that will let them completely evade the drug. But what if a high-level resistance mutation is already present?
- 6 Don’t think that’s so far-fetched: since most antibiotic drugs come from naturally occurring toxins, there have probably always been resistance genes. Researchers have found them in bacteria that have never been exposed to drugs, like in **this 4-million-year-old cave**. Friendly gut

bacteria can be a **reservoir for resistance genes**, even years after the last antibiotic dose; and Read points out that among the 10^{12} individual malaria parasites in an infected person, the odds are that every possible point mutation is already present.

- 7 (By the way, we're not just talking antibiotics for bacteria; the same issues apply to antimicrobials that target fungi, or protists such as malaria, and even insecticides and cancer drugs.)

Germ-on-germ battles

- 8 We talk of "fighting disease" as if it's the patient vs. the germ, but there is a germ-on-germ battle too: the resistant microbes vs. others. The others may be susceptible strains of the same bug, or even commensals like your friendly gut flora. In dosing with an antibiotic, you tip the scales toward the resistant ones, so they can outcompete their antibiotic-sensitive peers. While an aggressive dose can make resistance mutations less likely to happen (good), it has a flip side of boosting the success of any resistant bugs that survive (bad).
- 9 Those resistant bugs may be few and far between, but it turns out that rare mutations benefit the most when drugs kill off their competitors. Read's team showed, with a mouse model of malaria, that the susceptible strains win out over the resistant strains in the absence of antibiotics; after treatment, though, the resistant ones bounce back faster and in greater numbers. The boost was biggest for mutants that were rare to begin with.
- 10 This isn't just a problem for the individual with the infection; it affects transmission rates. If you're the patient with the newly-boosted resistance mutation, when the next mosquito bites you, **she's** going to get a mouthful of resistant bugs, rather than the susceptible ones. The next person she bites will show up to the clinic infected with a strain that's hard to kill off.
- 11 Then there's that huge reservoir of (hopefully) susceptible bacteria that you can't totally kill off, and don't want to: your normal flora.
- 12 Treating your body with antibiotics (regardless of what bugs were present—possibly none if your prescription was one of the **40% for respiratory infections that aren't bacterial**) exposes your gut bacteria to antibiotics and increases selection for antibiotic-resistant versions of those. No biggie—until one of them transfers that gene to a pathogen you do care about. The vancomycin resistance gene in VRSA (MRSA's scarier cousin) **apparently came from E. faecalis**—you guessed it, gut bacteria.

- 13 Fortunately in VRSA's case, resistant bugs often **take a hit** when it comes to competing outside of the influence of the drug. That's why it never took off in the community like MRSA did (**we think**).

How to best use the drugs we have

- 14 New drugs are potentially a useful weapon in the fight against resistance, but the drugs often just aren't available—leaving aside the question of whether an unlimited supply of drugs is just waiting to be discovered, there is the problem that drug companies aren't interested in a drug that, with widespread use, could be obsolete long before it's turned a profit; or a drug that is so good that it's saved as a last line of defense. The few new antibiotics, **Gary Taubes reports**, are minor tweaks to old drugs, or have toxic side effects; some classes of bacteria aren't getting new antibiotics at all.
- 15 So if our antibiotic use strategy is actually encouraging resistance, what should we do instead? Many guidelines still stand, like preventing disease transmission in the first place (think hand washing) and eliminating antibiotic use where it's not necessary: viral infections, for example, and use in livestock. When it comes to treating an individual patient, though, aggressive antibiotic use (finishing all your medication) may make that person feel better but ultimately pass the risk on to the community.
- 16 One suggestion, supported by Read and others, is this: rather than killing off all the pathogens, we could help the immune system with the smallest dose possible. That would reduce the microbes' numbers temporarily so the patient's natural defenses can do their job. (The immune system seems to be equally effective against antibiotic-resistant and sensitive bugs.) This could mean pulses of treatment, or even the heretical advice to take the drugs until you feel better, then stop. Of course, you may need them again later on.
- 17 Evidence shows that many infections clear with less than a typical course of antibiotics, which is good since the longer the course, the more chances bugs get to develop resistance. **Richard Everts identifies** several infections where short courses are effective; they include (depending on the exact drug and dose) UTIs, bacterial meningitis, strep throat, and others. The short courses he reviewed were often along the lines of 3 days; for gonorrhea, a single dose was effective. He concludes that symptoms should guide the length of treatment, except for particular diseases where symptoms don't reflect the true pathogen load. Quoted in the Taubes article, Louis B. Rice

argues that long courses of antibiotics benefit the physician's peace of mind more than the patient or public health.

- 18 Back to those pills in your hand: the evidence isn't strong enough, yet, for anyone to feel comfortable telling your pharmacist to trash the sticker. Read et al also consider the idea that the right drug regimen may change over time: aggressive treatment with fresh drugs, then shorter pulses of treatment once resistance develops. This means that different drugs would have different dosing regimens, subject to change. If that's the case, public health officials will need to consider the spread of information as well as the spread of resistance genes. They write: "Such a switch may be difficult in practice. Health messaging may require constancy, or it may be that by the time unambiguous evidence of high-level resistance has been obtained and policy changed, it is already too late."
- 19 Do you think we could realistically change the public health message about antibiotics? Would it be too confusing if the rule was different for different drug/pathogen combinations?

"Are We Causing Antibiotic Resistance by Trying to Prevent It?" by Beth Skwarecki, © 2012.

17. Part A

How is the word **pathogens** used in paragraph 4?

- Ⓐ to specify the bacteria that cause only minor infections
- Ⓑ to explain which bacteria are considered friendly gut flora
- Ⓒ to indicate any bacteria that can cause disease
- Ⓓ to describe which bacteria develop into high-level resistance mutations

Part B

Which phrase from elsewhere in the blog post provides a clue to the answer to Part A?

- Ⓐ “. . . you can kill off those bugs if you use enough medicine . . .” (paragraph 5)
- Ⓑ “. . . find the magic combo of mutations . . .” (paragraph 5)
- Ⓒ “. . . have never been exposed to drugs . . .” (paragraph 6)
- Ⓓ “. . . several infections where short courses are effective . . .” (paragraph 17)

18. Part A

Which statement sums up the main hypothesis in the first section of the blog post (paragraphs 1–7)?

- Ⓐ More antibiotic intervention is needed in some countries.
- Ⓑ People should follow the doctor’s orders when taking antibiotics.
- Ⓒ The standard treatment of malaria in India is no longer effective.
- Ⓓ Treating illnesses with antibiotics is increasing the spread of resistance.

Part B

Which **two** pieces of evidence from the blog post support the answer to Part A?

- Ⓐ “To be clear, nobody is saying patients should decide their own dose.” (paragraph 3)
- Ⓑ “The answer is yes, at least sometimes.” (paragraph 5)
- Ⓒ “In dosing with an antibiotic, you tip the scales toward the resistant ones, so they can outcompete their antibiotic-sensitive peers.” (paragraph 8)
- Ⓓ “Read’s team showed, with a mouse model of malaria, that the susceptible strains win out over the resistant strains in the absence of antibiotics; after treatment, though, the resistant ones bounce back faster and in greater numbers.” (paragraph 9)
- Ⓔ “This isn’t just a problem for the individual with the infection; it affects transmission rates.” (paragraph 10)
- Ⓕ “Then there’s that huge reservoir of (hopefully) susceptible bacteria that you can’t totally kill off, and don’t want to: your normal flora.” (paragraph 11)

19. Part A

Read these sentences from paragraphs 1 and 2.

Pop quiz: If you want to be a good citizen and prevent the spread of antibiotic resistance, how many of those pills should you take? The sticker on the bottle is clear: all of them.

Why does the author include these sentences in the blog post?

- Ⓐ to establish a tone that indicates the seriousness of the issue
- Ⓑ to question people's ability to treat their own infections
- Ⓒ to describe a common practice that is being called into question
- Ⓓ to introduce a scientist's research hypothesis

Part B

Which **two** pieces of evidence from the blog post support the answer to Part A?

- Ⓐ "In India, where Andrew Read studies infectious disease, resistance is so prevalent that standard malaria treatment includes not just the pills, but a boy who comes to your home each day to check that you've taken your dose." (paragraph 2)
- Ⓑ "But there is a good argument to be made that the public health message about antibiotics, which is consistent worldwide for many diseases and drugs, deserves a second look." (paragraph 3)
- Ⓒ "If you're the patient with the newly-boosted resistance mutation, when the next mosquito bites you, she's going to get a mouthful of resistant bugs, rather than the susceptible ones." (paragraph 10)
- Ⓓ "Many guidelines still stand, like preventing disease transmission in the first place (think hand washing) and eliminating antibiotic use where it's not necessary: viral infections, for example, and use in livestock." (paragraph 15)
- Ⓔ "Evidence shows that many infections clear with less than a typical course of antibiotics, which is good since the longer the course, the more chances bugs get to develop resistance." (paragraph 17)
- Ⓕ "Back to those pills in your hand: the evidence isn't strong enough, yet, for anyone to feel comfortable telling your pharmacist to trash the sticker." (paragraph 18)

20. Part A

What is the author's purpose of including the explanation in paragraph 6?

- Ⓐ to illustrate some resistance genes may occur naturally
- Ⓑ to show that antibiotics are needlessly prescribed for nonbacterial infections
- Ⓒ to highlight gut bacteria can fight off infections just as well as antibiotics
- Ⓓ to emphasize that people have overcome infections for millions of years without antibiotics

Part B

Which **two** pieces of evidence from the blog post **best** support the answer to Part A?

- Ⓐ "But what if a high-level resistance mutation is already present?" (paragraph 5)
- Ⓑ "Researchers have found them in bacteria that have never been exposed to drugs, like in this 4-million-year-old cave." (paragraph 6)
- Ⓒ "(By the way, we're not just talking antibiotics for bacteria; the same issues apply to antimicrobials that target fungi, or protists such as malaria, and even insecticides and cancer drugs.)" (paragraph 7)
- Ⓓ "We talk of 'fighting disease' as if it's the patient vs. the germ, but there is a germ-on-germ battle too: the resistant microbes vs. others." (paragraph 8)

21. Part A

What set of conclusions does the author discuss in paragraphs 17 and 18?

- Ⓐ Doctors prefer to treat all infections in the same way to be safe, even though that is not always the best course of action.
- Ⓑ Doctors need to find new ways to communicate with patients about drug use and infections to ensure that patients follow prescribed treatment plans.
- Ⓒ Certain infections may require different courses of antibiotic treatment that may be altered over time.
- Ⓓ Very common infections have triggered resistance bacteria that cannot be treated effectively with any antibiotic regimen.

Part B

Which **two** pieces of evidence from paragraphs 16–19 **best** support the answer to Part A?

- Ⓐ "(The immune system seems to be equally effective against antibiotic-resistant and sensitive bugs.)" (paragraph 16)
- Ⓑ "He concludes that symptoms should guide the length of treatment, except for particular diseases where symptoms don't reflect the true pathogen load." (paragraph 17)
- Ⓒ ". . . Louis B. Rice argues that long courses of antibiotics benefit the physician's peace of mind more than the patient or public health." (paragraph 17)
- Ⓓ "This means that different drugs would have different dosing regimens, subject to change." (paragraph 18)
- Ⓔ "If that's the case, public health officials will need to consider the spread of information as well as the spread of resistance genes." (paragraph 18)
- Ⓕ "Do you think we could realistically change the public health message about antibiotics?" (paragraph 19)

22. Part A

Which scenario does the author present as a treatment possibility for a bacterial infection?

- Ⓐ combining different strains of antibiotics in a person's prescription to see which is most effective
- Ⓑ developing a personalized antibiotic regimen using an individual's gut bacteria
- Ⓒ injecting vulnerable bacterial strains into an infected person
- Ⓓ stopping antibiotics once symptoms are gone even if there are more pills remaining in a prescription

Part B

How does the author counter the suggestion made in the scenario identified in Part A?

- Ⓐ She explains that new drugs are not an effective treatment.
- Ⓑ She suggests that not enough research has been done to change the way we use antibiotics.
- Ⓒ She points out that drug companies will not comply with new regulations.
- Ⓓ She says that tried and true methods such as hand washing should always be used first.





You have come to the end of the test.

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**



11-ELA

