



MISSISSIPPI
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EDUCATION

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English II

Practice Test

Read the passage and then answer the questions that follow.

Excerpt from *Emma*

by Jane Austen

- 1 Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her.
- 2 She was the youngest of the two daughters of a most affectionate, indulgent father; and had, in consequence of her sister's marriage, been mistress of his house from a very early period. Her mother had died too long ago for her to have more than an indistinct remembrance of her caresses; and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.
- 3 Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between *them* it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold the nominal office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma doing just what she liked; highly esteeming Miss Taylor's judgment, but directed chiefly by her own.
- 4 The real evils, indeed, of Emma's situation were the power of having rather too much her own way, and a disposition to think a little too well of herself; these were the disadvantages which threatened alloy to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.
- 5 Sorrow came—a gentle sorrow—but not at all in the shape of any disagreeable consciousness.—Miss Taylor married. It was Miss Taylor's loss which first brought grief. It was on the wedding-day of this beloved friend that Emma first sat in mournful thought of any continuance. The wedding over, and the bride-people gone, her father and herself were left to dine

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together, with no prospect of a third to cheer a long evening. Her father composed himself to sleep after dinner, as usual, and she had then only to sit and think of what she had lost.

6 The event had every promise of happiness for her friend. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age, and pleasant manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her. The want of Miss Taylor would be felt every hour of every day. She recalled her past kindness—the kindness, the affection of sixteen years—how she had taught and how she had played with her from five years old—how she had devoted all her powers to attach and amuse her in health—and how nursed her through the various illnesses of childhood. A large debt of gratitude was owing here; but the intercourse of the last seven years, the equal footing and perfect unreserve which had soon followed Isabella's marriage, on their being left to each other, was yet a dearer, tenderer recollection. She had been a friend and companion such as few possessed: intelligent, well-informed, useful, gentle, knowing all the ways of the family, interested in all its concerns, and peculiarly interested in herself, in every pleasure, every scheme of hers—one to whom she could speak every thought as it arose, and who had such an affection for her as could never find fault.

7 How was she to bear the change?—It was true that her friend was going only half a mile from them; but Emma was aware that great must be the difference between a Mrs. Weston, only half a mile from them, and a Miss Taylor in the house; and with all her advantages, natural and domestic, she was now in great danger of suffering from intellectual solitude. She dearly loved her father, but he was no companion for her. He could not meet her in conversation, rational or playful. . . .

8 Highbury, the large and populous village, almost amounting to a town, to which Hartfield, in spite of its separate lawn, and shrubberies, and name, did really belong, afforded her no equals. The Woodhouses were first in consequence there. All looked up to them. She had many acquaintance in the place, for her father was universally civil, but not one among them who could be accepted in lieu of Miss Taylor for even half a day. It was a melancholy change; and

Emma could not but sigh over it, and wish for impossible things, till her father awoke, and made it necessary to be cheerful. His spirits required support. He was a nervous man, easily depressed; fond of every body that he was used to, and hating to part with them; hating change of every kind. Matrimony, as the origin of change, was always disagreeable; and he was by no means yet reconciled to his own daughter's marrying, nor could ever speak of her but with compassion, though it had been entirely a match of affection, when he was now obliged to part with Miss Taylor too; and from his habits of gentle selfishness, and of being never able to suppose that other people could feel differently from himself, he was very much disposed to think Miss Taylor had done as sad a thing for herself as for them, and would have been a great deal happier if she had spent all the rest of her life at Hartfield. Emma smiled and chatted as cheerfully as she could, to keep him from such thoughts; but when tea came, it was impossible for him not to say exactly as he had said at dinner,

- 9 "Poor Miss Taylor!—I wish she were here again. What a pity it is that Mr. Weston ever thought of her!"



Excerpt from *Emma* by Jane Austen. Originally published in 1815.

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1. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence from paragraph 3.

Even before Miss Taylor had ceased to hold the nominal office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma doing just what she liked; highly esteeming Miss Taylor’s judgment, but directed chiefly by her own.

How does the sentence explain how the relationship between Emma and Miss Taylor advances the plot in the passage?

- Ⓐ by summarizing how Miss Taylor became a governess for Emma
- Ⓑ by explaining the difference in social class between Emma and Miss Taylor
- Ⓒ by describing how Miss Taylor and Emma went from employer/employee to friends
- Ⓓ by comparing how Emma treated Miss Taylor at the beginning of the story to how she treated her at the end of the story

Part B

Which quotation advances the plot in the same way as the sentence from paragraph 3 in Part A?

- Ⓐ “. . . and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.” (paragraph 2)
- Ⓑ “Between *them* it was more the intimacy of sisters.” (paragraph 3)
- Ⓒ “It was on the wedding-day of this beloved friend that Emma first sat in mournful thought of any continuance.” (paragraph 5)
- Ⓓ “. . . how she had taught and how she had played with her from five years old—how she had devoted all her powers to attach and amuse her in health—and how nursed her through the various illnesses of childhood.” (paragraph 6)

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2. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentences from paragraph 8.

Highbury, the large and populous village, almost amounting to a town, to which Hartfield, in spite of its separate lawn, and shrubberies, and name, did really belong, afforded her no equals. The Woodhouses were first in consequence there.

What can be inferred about the Woodhouses based on the phrase first in consequence?

- Ⓐ The Woodhouses settled Highbury.
- Ⓑ The Woodhouses governed Highbury.
- Ⓒ The Woodhouses were the largest family in Highbury.
- Ⓓ The Woodhouses were the most important family in Highbury.

Part B

Which phrase from Part A provides evidence to support the inference?

- Ⓐ “. . . the large and populous village, . . .”
- Ⓑ “. . . almost amounting to a town, . . .”
- Ⓒ “. . . in spite of its separate lawn, . . .”
- Ⓓ “. . . afforded her no equals.”

3. Which statement expresses a theme of the passage?

- Ⓐ Strong friendships are important.
- Ⓑ Change is often difficult to accept.
- Ⓒ True love endures despite separations.
- Ⓓ Social status is prioritized over happiness.

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4. What does paragraph 8 suggest about English society in the early 1800s?
- Ⓐ A woman of wealth need not marry.
 - Ⓑ Governesses have low social status.
 - Ⓒ Farming is the foundation of the economy.
 - Ⓓ Distinctions of class are openly acknowledged.
5. The author references the changing relationship between Emma and her father throughout the course of the passage. Select two quotes from the passage that show the changing relationship between Emma and her father.

	Changing Relationship
"She was the youngest of the two daughters of a most affectionate, indulgent father. . . ." (paragraph 2)	<input type="radio"/>
"Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend. . . ." (paragraph 3)	<input type="radio"/>
"She dearly loved her father, but he was no companion for her. He could not meet her in conversation, rational or playful." (paragraph 7)	<input type="radio"/>
"She had many acquaintance in the place, for her father was universally civil. . . ." (paragraph 8)	<input type="radio"/>

- 6.** How does the author create suspense in paragraph 4?
- Ⓐ by indicating Emma’s high self-esteem
 - Ⓑ by expressing Emma’s enjoyment of her life
 - Ⓒ by describing conflicts Emma has with others
 - Ⓓ by offering information about evils surrounding Emma
- 7.** How does the author use paragraphs 5 and 7 to build tension between Emma and her father?
- Ⓐ by describing the joy they find in one another’s company
 - Ⓑ by describing the closeness of their relationship after the marriage
 - Ⓒ by describing the awkwardness between Emma and her father once Miss Taylor married
 - Ⓓ by describing the anger both Emma and her father felt towards Miss Taylor upon her departure

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8. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence from paragraph 4.

The real evils, indeed, of Emma's situation were the power of having rather too much her own way, and a disposition to think a little too well of herself; these were the disadvantages which threatened alloy to her many enjoyments.

What can be inferred about Emma from the sentence?

- Ⓐ Emma is powerful and arrogant.
- Ⓑ Emma is carefree and confident.
- Ⓒ Emma is spoiled and self-absorbed.
- Ⓓ Emma is demanding and self-righteous.

Part B

Which quotation supports the answer to Part A?

- Ⓐ “. . . they had been living together as friend and friend very mutually attached, and Emma doing just what she liked; highly esteeming Miss Taylor’s judgment, but directed chiefly by her own.” (paragraph 3)
- Ⓑ “She dearly loved her father, but he was no companion for her. He could not meet her in conversation, rational or playful.” (paragraph 7)
- Ⓒ “She had many acquaintance in the place, for her father was universally civil, but not one among them who could be accepted in lieu of Miss Taylor for even half a day.” (paragraph 8)
- Ⓓ “It was a melancholy change; and Emma could not but sigh over it, and wish for impossible things, till her father awoke, and made it necessary to be cheerful.” (paragraph 8)

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9. Read the sentence from paragraph 8.

. . . when he was now obliged to part with Miss Taylor too; and from his habits of gentle selfishness, and of being never able to suppose that other people could feel differently from himself, . . .

What does the sentence reveal about the narrator's feelings towards the father?

- Ⓐ The narrator views the father as caring.
 - Ⓑ The narrator has sympathy for the father.
 - Ⓒ The narrator views the father as arrogant.
 - Ⓓ The narrator approves of the father's position.
10. Why does the author include the description of the setting in paragraph 8?
- Ⓐ to emphasize the loss Emma has experienced
 - Ⓑ to reveal Emma's limited opportunities to meet people
 - Ⓒ to highlight the importance of Emma's status in society
 - Ⓓ to describe the elegance of the village in which Emma lives

11. How does the author’s word choice develop tone in paragraph 8?

- Ⓐ by explaining the actions of Emma’s father
- Ⓑ by describing how Emma’s feelings have changed
- Ⓒ by recounting how Miss Taylor’s life was different after she moved
- Ⓓ by showing how the action in the home changed after the marriage

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You will read two passages, “Excerpt from *The Declaration of Independence*” and “Excerpt from *The Declaration of Sentiments*.” Answer the questions about each passage as well as questions about both passages.

Excerpt from *The Declaration of Independence*

by Thomas Jefferson

- 1 We hold these truths to be self-evident, that all men are created equal. . . . The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.
- 2 He has refused his Assent to Laws, the most wholesome and necessary for the public good.
- 3 He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.
- 4 He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.
- 5 He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.
- 6 He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. . . .
- 7 He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

8 He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

9 He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

10 He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

11 He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

12 He has affected to render the Military independent of and superior to the Civil power. . . .



Excerpt from "The Declaration of Independence" by Thomas Jefferson. Originally published in 1776.

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Answer the following questions for “Excerpt from *The Declaration of Independence*.”

- 12.** How does Jefferson develop his argument in the excerpt from *The Declaration of Independence*?
- Ⓐ by describing the duties of Britain’s king
 - Ⓑ by relaying stories of the developing nation
 - Ⓒ by referring to different branches of government
 - Ⓓ by listing the wrongs committed by Britain’s king

13. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence states the central idea of the excerpt from *The Declaration of Independence*?

- Ⓐ Great Britain’s king encourages the migration of foreigners into the colonies.
- Ⓑ Great Britain’s king frequently ignores the needs of people living in the colonies.
- Ⓒ Legislative bodies in the colonies no longer wish to be controlled by Great Britain’s king.
- Ⓓ Some people residing in the colonies are oppressed by officers appointed by Great Britain’s king.

Part B

Which quotation supports the answer to Part A?

- Ⓐ “We hold these truths to be self-evident, that all men are created equal. . . .” (paragraph 1)
- Ⓑ “He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; . . .” (paragraph 3)
- Ⓒ “He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, . . .” (paragraph 5)
- Ⓓ “He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization. . . .” (paragraph 7)

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14. Which statement **most** accurately evaluates the evidence that Jefferson uses to support the claim that the King of Great Britain is a tyrant?

- Ⓐ The evidence is flawed because it does not follow the author's claim.
- Ⓑ The evidence is accurate because it provides specific examples that support the claim.
- Ⓒ The evidence is flawed because it does not provide the reader clear reasoning to support the claim.
- Ⓓ The evidence is accurate because it provides an unbiased vision of the King's actions to support the claim.

15. Read the sentences from paragraph 1 of the excerpt from *The Declaration of Independence*.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

What is the meaning of usurpations as it is used in the sentence?

- Ⓐ making objections to laws
- Ⓑ creating unnecessary regulations
- Ⓒ taking someone's power or property by force
- Ⓓ taking someone's ideas and passing them as his own

Excerpt from ***The Declaration of Sentiments***

by Elizabeth Cady Stanton

- 1 We hold these truths to be self-evident: that all men and women are created equal. . . .
- 2 The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.
- 3 He has never permitted her to exercise her inalienable right to the elective franchise.
- 4 He has compelled her to submit to laws, in the formation of which she had no voice.
- 5 He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.
- 6 Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.
- 7 He has made her, if married, in the eye of the law, civilly dead.
- 8 He has taken from her all right in property, even to the wages she earns.
- 9 He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.
- 10 He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases,

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going upon a false supposition of the supremacy of man, and giving all power into his hands.

11 After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

12 He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

13 He has denied her the facilities for obtaining a thorough education, all colleges being closed against her. . . .



Excerpt from "The Declaration of Sentiments" by Elizabeth Cady Stanton. Originally published in 1848.

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Answer the following questions for “Excerpt from *The Declaration of Sentiments*.”

16. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author use rhetoric to advance her point of view in the excerpt from *The Declaration of Sentiments*?

- Ⓐ The author uses a metaphor to compare women to servants.
- Ⓑ The author uses a hyperbole to exaggerate the plight of women.
- Ⓒ The author uses satire to ridicule the lives of women and the actions of men.
- Ⓓ The author uses understatement to minimize crimes committed by women while justifying the behavior of men.

Part B

Which quotation supports the answer to Part A?

- Ⓐ "He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners." (paragraph 5)
- Ⓑ "He has made her, if married, in the eye of the law, civilly dead." (paragraph 7)
- Ⓒ ". . . she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master. . . ." (paragraph 9)
- Ⓓ ". . . if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it." (paragraph 11)

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17. How does Stanton support her claim that women have been oppressed throughout history?
- Ⓐ by describing the effects of laws and customs on women
 - Ⓑ by contrasting the rights of married women and unmarried men
 - Ⓒ by illustrating the lack of women in the legal system of the nation
 - Ⓓ by arguing that women should keep the profits of their employment

Answer the following questions for “Excerpt from *The Declaration of Independence*” and “Excerpt from *The Declaration of Sentiments*.”

18. By using a similar organizational structure as the excerpt from *The Declaration of Independence*, what does Stanton accomplish in the excerpt from *The Declaration of Sentiments*?

Ⓐ Stanton provides solutions to the inequalities experienced by women due to male involvement in creating laws.

Ⓑ Stanton proves that the King of Great Britain is a tyrant because he instituted the legal system in the United States.

Ⓒ Stanton reaches a larger audience since she uses the same structure as the excerpt from *The Declaration of Independence*.

Ⓓ Stanton refutes Jefferson’s claim that “all men are created equal” by pointing out the inequalities experienced by women.

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19. How do Jefferson and Stanton each develop the central idea in each of the passages?

- Ⓐ Jefferson includes a list of wrongs committed by the King and explanations of why independence is needed, while Stanton includes a list of wrongs committed by man and solutions for independence.
- Ⓑ Jefferson provides general, social examples of oppression inspiring independence, while Stanton provides specific, individual examples of the oppression inspiring women's desire for independence.
- Ⓒ Jefferson uses an authoritative tone expressing examples of the colonies' oppression, while Stanton uses a satirical tone expressing examples of the oppression women have experienced.
- Ⓓ Jefferson utilizes figurative language portraying examples of oppression from which independence is sought, while Stanton utilizes vivid imagery portraying examples of oppression from which independence is sought.

20. According to both the excerpt from *The Declaration of Independence* and the excerpt from *The Declaration of Sentiments*, what challenge did the United States and women face when the documents were written?

- Ⓐ ownership of property
- Ⓑ participation in elections
- Ⓒ monopolization of military
- Ⓓ representation in government

21. How are the ideas in the excerpt from *The Declaration of Sentiments* and the excerpt from *The Declaration of Independence* related?

Ⓐ Jefferson supports Stanton’s grievances in the excerpt from *The Declaration of Sentiments*.

Ⓑ Stanton uses Jefferson’s introduction to refute the ideas presented in the excerpt from *The Declaration of Independence*.

Ⓒ Jefferson provides Stanton with a list of injustices that she includes in the excerpt from *The Declaration of Sentiments*.

Ⓓ Stanton uses the ideas in the excerpt from *The Declaration of Independence* to justify her ideas on the injustices suffered by women.

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Read the passage and then answer the questions that follow.

Excerpt from *The Jungle*

by Upton Sinclair

Chapter 7

- 1 All summer long the family toiled, and in the fall they had money enough for Jurgis and Ona to be married according to home traditions of decency. In the latter part of November they hired a hall, and invited all their new acquaintances, who came and left them over a hundred dollars in debt.
- 2 It was a bitter and cruel experience, and it plunged them into an agony of despair. Such a time, of all times, for them to have it, when their hearts were made tender! Such a pitiful beginning it was for their married life; they loved each other so, and they could not have the briefest respite! It was a time when everything cried out to them that they ought to be happy; when wonder burned in their hearts, and leaped into flame at the slightest breath. They were shaken to the depths of them, with the awe of love realized—and was it so very weak of them that they cried out for a little peace? They had opened their hearts, like flowers to the springtime, and the merciless winter had fallen upon them. They wondered if ever any love that had blossomed in the world had been so crushed and trampled!
- 3 Over them, relentless and savage, there cracked the lash of want; the morning after the wedding it sought them as they slept, and drove them out before daybreak to work. Ona was scarcely able to stand with exhaustion; but if she were to lose her place they would be ruined, and she would surely lose it if she were not on time that day. They all had to go, even little Stanislovas, who was ill from overindulgence in sausages and sarsaparilla. All that day he stood at his lard machine, rocking unsteadily, his eyes closing in spite of him; and he all but lost his place even so, for the foreman booted him twice to waken him.
- 4 It was fully a week before they were all normal again, and meantime, with whining children and cross adults, the house was not a pleasant place to live in. Jurgis lost his temper very little, however, all things considered. It was because of Ona;

the least glance at her was always enough to make him control himself. She was so sensitive—she was not fitted for such a life as this; and a hundred times a day, when he thought of her, he would clench his hands and fling himself again at the task before him. She was too good for him, he told himself, and he was afraid, because she was his. So long he had hungered to possess her, but now that the time had come he knew that he had not earned the right; that she trusted him so was all her own simple goodness, and no virtue of his. But he was resolved that she should never find this out, and so was always on the watch to see that he did not betray any of his ugly self; he would take care even in little matters, such as his manners, and his habit of swearing when things went wrong. The tears came so easily into Ona's eyes, and she would look at him so appealingly—it kept Jurgis quite busy making resolutions, in addition to all the other things he had on his mind. It was true that more things were going on at this time in the mind of Jurgis than ever had in all his life before.

- 5 He had to protect her, to do battle for her against the horror he saw about them. He was all that she had to look to, and if he failed she would be lost; he would wrap his arms about her, and try to hide her from the world. He had learned the ways of things about him now. It was a war of each against all, and the devil take the hindmost. You did not give feasts to other people, you waited for them to give feasts to you. You went about with your soul full of suspicion and hatred; you understood that you were environed by hostile powers that were trying to get your money, and who used all the virtues to bait their traps with. The store-keepers plastered up their windows with all sorts of lies to entice you; the very fences by the wayside, the lampposts and telegraph poles, were pasted over with lies. The great corporation which employed you lied to you, and lied to the whole country—from top to bottom it was nothing but one gigantic lie.



Excerpt from *The Jungle* by Upton Sinclair. First serialized in 1905.

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22. Read the sentence from paragraph 2.

Such a pitiful beginning it was for their married life; they loved each other so, and they could not have the briefest respite!

What does the word respite mean as it is used in the sentence?

- Ⓐ a break from everyday worries
- Ⓑ a desire for love to conquer all
- Ⓒ a meal that would relax them
- Ⓓ a dislike of the outside world

23. Read the sentence from paragraph 2.

They had opened their hearts, like flowers to the springtime, and the merciless winter had fallen upon them.

How does the author use figurative language in the sentence to contribute to the meaning of the passage?

- Ⓐ to convey a sense of beauty about the couple's relationship
- Ⓑ to emphasize the short time the couple experienced together
- Ⓒ to illustrate how nature played a part in the couple's relationship
- Ⓓ to contrast the expectations of the couple with the reality they experience

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24. Read the sentence from paragraph 3.

All that day he stood at his lard machine, rocking unsteadily, his eyes closing in spite of him; and he all but lost his place even so, for the foreman booted him twice to waken him.

What does the phrase his eyes closing in spite of him mean?

- Ⓐ It implies that he is ill.
- Ⓑ It describes that he is bored at work.
- Ⓒ It shows his efforts to fight exhaustion.
- Ⓓ It illustrates how he is pushed at work.

25. Which quotation **best** supports the theme that personal relationships suffer from hardships?

Ⓐ “All summer long the family toiled, and in the fall they had money enough for Jurgis and Ona to be married according to home traditions of decency.” (paragraph 1)

Ⓑ “They were shaken to the depths of them, with the awe of love realized—and was it so very weak of them that they cried out for a little peace?” (paragraph 2)

Ⓒ “It was fully a week before they were all normal again, and meantime, with whining children and cross adults, the house was not a pleasant place to live in.” (paragraph 4)

Ⓓ “The store-keepers plastered up their windows with all sorts of lies to entice you; the very fences by the wayside, the lampposts and telegraph poles, were pasted over with lies.” (paragraph 5)

26. Based on paragraph 4, what can the reader infer about Jurgis?

Ⓐ Jurgis overcame his true nature because of his love for Ona.

Ⓑ Jurgis wished Ona were a stronger person.

Ⓒ Jurgis did not get upset easily.

Ⓓ Jurgis worked hard at his job.

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27. Read the sentence from paragraph 3.

Over them, relentless and savage, there cracked the lash of want; the morning after the wedding it sought them as they slept, and drove them out before daybreak to work.

How does the figurative language in the sentence help the reader understand the reality the characters face in the passage?

- Ⓐ It reveals the couple's lack of control over their environment.
- Ⓑ It describes the couple's inability to spend any time with each other.
- Ⓒ It portrays the couple's physical pains from their labors both day and night.
- Ⓓ It establishes the couple's desire to pay back the debt caused by their wedding.

28. Which quotation supports the idea that life for Jurgis and Ona might improve?

Ⓐ "In the latter part of November they hired a hall, and invited all their new acquaintances, . . ." (paragraph 1)

Ⓑ "It was a time when everything cried out to them that they ought to be happy; when wonder burned in their hearts, and leaped into flame at the slightest breath." (paragraph 2)

Ⓒ "They had opened their hearts, like flowers to the springtime, and the merciless winter had fallen upon them." (paragraph 2)

Ⓓ "He had to protect her, to do battle for her against the horror he saw about them." (paragraph 5)

29. How does the author advance the plot through the development of Jurgis's character?

Ⓐ Jurgis becomes fearful because of the financial struggles, which causes him to fear losing Ona as well.

Ⓑ Jurgis becomes impatient due to his own insecurities, which causes him to push Ona further away from him.

Ⓒ Jurgis becomes aggressive because of the family members' attitudes, which causes him to work longer hours to stay away.

Ⓓ Jurgis becomes critical of Ona because of her naïve personality, which causes him to question the nature of everything around them.

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30. Which quotation supports the idea that Ona is a much different person than Jurgis perceives?

- Ⓐ “They were shaken to the depths of them, with the awe of love realized—and was it so very weak of them that they cried out for a little peace?” (paragraph 2)
- Ⓑ “Ona was scarcely able to stand with exhaustion; but if she were to lose her place they would be ruined, and she would surely lose it if she were not on time that day.” (paragraph 3)
- Ⓒ “She was so sensitive—she was not fitted for such a life as this; . . .” (paragraph 4)
- Ⓓ “The tears came so easily into Ona’s eyes, and she would look at him so appealingly—it kept Jurgis quite busy making resolutions, . . .” (paragraph 4)

You will read two passages, "Excerpt from *Gift from the Sea*" and "Excerpt from *Walden*." Answer the questions about each passage as well as questions about both passages.

Excerpt from *Gift from the Sea*

by Anne Morrow Lindbergh

- 1 The shell in my hand is deserted. It once housed a whelk, a snail-like creature, and then temporarily, after the death of the first occupant, a little hermit crab, who has run away, leaving his tracks behind him like a delicate vine on the sand. He ran away, and left me his shell. It was once a protection to him. I turn the shell in my hand, gazing into the wide open door from which he made his exit. Had it become an encumbrance? Why did he run away? Did he hope to find a better home, a better mode of living? I too have run away, I realize, I have shed the shell of my life, for these few weeks of vacation.
- 2 But his shell—it is simple; it is bare, it is beautiful. Small, only the size of my thumb, its architecture is perfect, down to the finest detail. Its shape, swelling like a pear in the center, winds in a gentle spiral to the pointed apex. Its color, dull gold, is whitened by a wash of salt from the sea. Each whorl, each faint knob, each criss-cross vein in its egg-shell texture, is as clearly defined as on the day of creation. My eye follows with delight the outer circumference of that diminutive winding staircase up which this tenant used to travel.
- 3 My shell is not like this, I think. How untidy it has become! Blurred with moss, knobby with barnacles, its shape is hardly recognizable any more. Surely, it had a shape once. It has a shape still in my mind. What is the shape of my life?
- 4 The shape of my life today starts with a family. I have a husband, five children and a home just beyond the suburbs of New York. I have also a craft, writing, and therefore work I want to pursue. The shape of my life is, of course, determined by many other things; my background and childhood, my mind and its education, my conscience and its pressures, my heart and its desires. I want to give and take from my children and husband, to share with friends and community, to carry out my obligations to man and to the world, as a woman, as an artist, as a citizen.

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- 5 But I want first of all—in fact, as an end to these other desires—to be at peace with myself. I want a singleness of eye, a purity of intention, a central core to my life that will enable me to carry out these obligations and activities as well as I can. I want, in fact—to borrow from the language of the saints—to live “in grace” as much of the time as possible. I am not using this term in a strictly theological sense. By grace I mean an inner harmony, essentially spiritual, which can be translated into outward harmony. I am seeking perhaps what Socrates asked for in the prayer from the *Phaedrus* when he said, “May the outward and inward man be at one.” I would like to achieve a state of inner spiritual grace from which I could function and give as I was meant to in the eye of God.
- 6 Vague as this definition may be, I believe most people are aware of periods in their lives when they seem to be “in grace” and other periods when they feel “out of grace,” even though they may use different words to describe these states. In the first happy condition, one seems to carry all one’s tasks before one lightly, as if borne along on a great tide; and in the opposite state one can hardly tie a shoe-string. It is true that a large part of life consists in learning a technique of tying the shoe-string, whether one is in grace or not. But there are techniques of living too; there are even techniques in the search for grace. And techniques can be cultivated. I have learned by some experience, by many examples, and by the writings of countless others before me, also occupied in the search, that certain environments, certain modes of life, certain rules of conduct are more conducive to inner and outer harmony than others. There are, in fact, certain roads that one may follow. Simplification of life is one of them.
- 7 I mean to lead a simple life, to choose a simple shell I can carry easily—like a hermit crab. But I do not.



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Answer the following questions for “Excerpt from *Gift from the Sea*.”

- 31.** Read the sentences from paragraph 1 from the excerpt from *Gift from the Sea*.

I turn the shell in my hand, gazing into the wide open door from which he made his exit. Had it become an encumbrance? Why did he run away?

What does the word encumbrance mean as it is used in the sentence?

- Ⓐ a desire
- Ⓑ a failure
- Ⓒ a burden
- Ⓓ a disaster

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32. Which quotation from the excerpt from *Gift from the Sea* supports the idea that the narrator wishes to live a simple life?

- Ⓐ "The shape of my life today starts with a family."
(paragraph 4)
- Ⓑ "I want to give and take from my children and husband, to share with friends and community, to carry out my obligations. . . ." (paragraph 4)
- Ⓒ "But I want first of all—in fact, as an end to these other desires—to be at peace with myself." (paragraph 5)
- Ⓓ "It is true that a large part of life consists in learning a technique of tying the shoe-string, whether one is in grace or not." (paragraph 6)

33. The reader can infer the author of the excerpt from *Gift from the Sea* claims her feelings about life are conflicted. Which quotation **best** supports the inference?

- Ⓐ "I too have run away, I realize, I have shed the shell of my life, for these few weeks of vacation." (paragraph 1)
- Ⓑ "My shell is not like this, I think. How untidy it has become!" (paragraph 3)
- Ⓒ "The shape of my life is, of course, determined by many other things; . . ." (paragraph 4)
- Ⓓ ". . . I believe most people are aware of periods in their lives when they seem to be 'in grace' and other periods when they feel 'out of grace'. . . ." (paragraph 6)

- 34.** Which quotation from the excerpt from *Gift from the Sea* supports the idea that the narrator is searching for meaning?
- Ⓐ "I turn the shell in my hand, gazing into the wide open door from which he made his exit." (paragraph 1)
 - Ⓑ "What is the shape of my life?" (paragraph 3)
 - Ⓒ "And techniques can be cultivated." (paragraph 6)
 - Ⓓ "There are, in fact, certain roads that one may follow." (paragraph 6)
- 35.** How does paragraph 3 from the excerpt from *Gift from the Sea* help the author develop the passage in its entirety?
- Ⓐ by using a metaphor that foreshadows how she will detail her beliefs later in the passage
 - Ⓑ by describing her environment to create a visual description of how she feels about her surroundings
 - Ⓒ by contrasting her real world with the natural world so she can create a fantasy world later in the passage
 - Ⓓ by providing a detailed description of her daily activities in order to explain how chaotic her life has become

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36. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is a central idea of the excerpt from *Gift from the Sea*?

- Ⓐ Achieving balance is an easy pursuit.
- Ⓑ Responsibilities in life are hard to escape.
- Ⓒ Simplicity is difficult to achieve in the modern world.
- Ⓓ Personal obligations can be managed with a little effort.

Part B

Which quotation helps develop the central idea identified in Part A?

- Ⓐ "I too have run away, I realize, I have shed the shell of my life, for these few weeks of vacation." (paragraph 1)
- Ⓑ "I want to give and take from my children and husband, to share with friends and community, to carry out my obligations to man and to the world, . . ." (paragraph 4)
- Ⓒ "I have learned . . . that certain environments, certain modes of life, certain rules of conduct are more conducive to inner and outer harmony than others." (paragraph 6)
- Ⓓ "I mean to lead a simple life, to choose a simple shell I can carry easily—like a hermit crab. But I do not." (paragraph 7)

Excerpt from *Walden*

by Henry David Thoreau

Chapter V: Solitude

1 I find it wholesome to be alone the greater part of the time. To be in company, even with the best, is soon wearisome and dissipating. I love to be alone. I never found the companion that was so companionable as solitude. We are for the most part more lonely when we go abroad among men than when we stay in our chambers. A man thinking or working is always alone, let him be where he will. Solitude is not measured by the miles of space that intervene between a man and his fellows. The really diligent student in one of the crowded hives of Cambridge College is as solitary as a dervish in the desert. The farmer can work alone in the field or the woods all day, hoeing or chopping, and not feel lonesome, because he is employed; but when he comes home at night he cannot sit down in a room alone, at the mercy of his thoughts, but must be where he can “see the folks,” and recreate, and as he thinks remunerate himself for his day’s solitude; and hence he wonders how the student can sit alone in the house all night and most of the day without ennui and “the blues”; but he does not realize that the student, though in the house, is still at work in his field, and chopping in his woods, as the farmer in his, and in turn seeks the same recreation and society that the latter does, though it may be a more condensed form of it.

2 Society is commonly too cheap. We meet at very short intervals, not having had time to acquire any new value for each other. We meet at meals three times a day, and give each other a new taste of that old musty cheese that we are. We have had to agree on a certain set of rules, called etiquette and politeness, to make this frequent meeting tolerable and that we need not come to open war. We meet at the post-office, and at the sociable, and about the fireside every night; we live thick and are in each other’s way, and stumble over one another, and I think that we thus lose some respect for one another. Certainly less frequency would suffice for all important and hearty communications. Consider the girls in a factory—never alone, hardly in their dreams. It would be better if there were but one inhabitant to a square mile, as where I live. The value of a man is not in his skin, that we should touch him. . . .

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- 3 I have a great deal of company in my house; especially in the morning, when nobody calls. Let me suggest a few comparisons, that some one may convey an idea of my situation. I am no more lonely than the loon in the pond that laughs so loud, or than Walden Pond itself. What company has that lonely lake, I pray? And yet it has not the blue devils, but the blue angels in it, in the azure tint of its waters. The sun is alone, except in thick weather, when there sometimes appear to be two, but one is a mock sun. God is alone—but the devil, he is far from being alone; he sees a great deal of company; he is legion. I am no more lonely than a single mullein or dandelion in a pasture, or a bean leaf, or sorrel, or a horse-fly, or a bumblebee. I am no more lonely than the Mill Brook, or a weathercock, or the north star, or the south wind, or an April shower, or a January thaw, or the first spider in a new house. . . .
- 4 The indescribable innocence and beneficence of Nature—of sun and wind and rain, of summer and winter—such health, such cheer, they afford forever! and such sympathy have they ever with our race, that all Nature would be affected, and the sun’s brightness fade, and the winds would sigh humanely, and the clouds rain tears, and the woods shed their leaves and put on mourning in midsummer, if any man should ever for a just cause grieve. Shall I not have intelligence with the earth? Am I not partly leaves and vegetable mould myself?
- 5 What is the pill which will keep us well, serene, contented? Not my or thy great-grandfather’s, but our great-grandmother Nature’s universal, vegetable, botanic medicines, by which she has kept herself young always, outlived so many old Parrs in her day, and fed her health with their decaying fatness. For my panacea, instead of one of those quack vials of a mixture dipped from Acheron and the Dead Sea, which come out of those long shallow black-schooner looking wagons which we sometimes see made to carry bottles, let me have a draught of undiluted morning air. Morning air! If men will not drink of this at the fountainhead of the day, why, then, we must even bottle up some and sell it in the shops, for the benefit of those who have lost their subscription ticket to morning time in this world. But remember, it will not keep quite till noonday even in the coolest cellar. . . .



Excerpt from *Walden* by Henry David Thoreau. Originally published in 1854.

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Answer the following questions for “Excerpt from *Walden*.”

- 37.** Read the sentence from paragraph 1 of the excerpt from *Walden*.

To be in company, even with the best, is soon wearisome and dissipating.

What does the word dissipating mean as it is used in the sentence?

- Ⓐ detesting
- Ⓑ diminishing
- Ⓒ oppressing
- Ⓓ pacifying

38. Read the sentence from paragraph 3 of the excerpt from *Walden*.

I have a great deal of company in my house; especially in the morning, when nobody calls.

How does the author use rhetoric to support his view on solitude in the sentence?

- Ⓐ He uses irony to emphasize his preference for solitude.
- Ⓑ He uses a metaphor to reinforce the solitude of his house.
- Ⓒ He uses hyperbole to embellish the loneliness of this solitude.
- Ⓓ He uses an allusion to emptiness to express his feelings of solitude.

39. How does the author develop the idea of solitude in the excerpt from *Walden*?

- Ⓐ by using rhetorical devices
- Ⓑ by comparing personal anecdotes
- Ⓒ by providing examples and reasons
- Ⓓ by presenting arguments and counterarguments

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40. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word remunerate mean as it is used in paragraph 1 of the excerpt from *Walden*?

- Ⓐ celebrates
- Ⓑ considers
- Ⓒ punishes
- Ⓓ rewards

Part B

How does the author provide context for the word remunerate?

- Ⓐ using a description as an example
- Ⓑ providing the definition within the text
- Ⓒ explaining alternate meanings of the word
- Ⓓ comparing a farmer and a student as an illustration

Answer the following questions for “Excerpt from *Gift from the Sea*” and “Excerpt from *Walden*.”

- 41.** Read the sentences from paragraph 4 of the excerpt from *Gift from the Sea*.

The shape of my life is, of course, determined by many other things; my background and childhood, my mind and its education, my conscience and its pressures, my heart and its desires. I want to give and take from my children and husband, to share with friends and community, to carry out my obligations to man and to the world, as a woman, as an artist, as a citizen.

Which two quotations from the excerpt from *Walden* show Thoreau similarly reflecting on how people’s lives are shaped by societal expectations?

- (A) “The really diligent student in one of the crowded hives of Cambridge College is as solitary as a dervish in the desert.” (paragraph 1)
- (B) “We have had to agree on a certain set of rules, called etiquette and politeness, to make this frequent meeting tolerable and that we need not come to open war.” (paragraph 2)
- (C) “We meet at the post-office, and at the sociable, and about the fireside every night; we live thick and are in each other’s way, and stumble over one another, . . .” (paragraph 2)
- (D) “The value of a man is not in his skin, that we should touch him.” (paragraph 2)
- (E) “I am no more lonely than the loon in the pond that laughs so loud, or than Walden Pond itself.” (paragraph 3)

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42. Read these sentences from paragraph 5 of the excerpt from *Gift from the Sea*.

But I want first of all—in fact, as an end to these other desires—to be at peace with myself. I want a singleness of eye, a purity of intention, a central core to my life that will enable me to carry out these obligations and activities as well as I can.

Which quotation from the excerpt from *Walden* is the **best** example of Thoreau using self-analysis, like the author in the sentences above, to express the same idea?

- Ⓐ "I never found the companion that was so companionable as solitude." (paragraph 1)
- Ⓑ "Solitude is not measured by the miles of space that intervene between a man and his fellows." (paragraph 1)
- Ⓒ "I have a great deal of company in my house; especially in the morning, when nobody calls." (paragraph 3)
- Ⓓ "The sun is alone, except in thick weather, when there sometimes appear to be two, but one is a mock sun." (paragraph 3)

43. Which statement **best** summarizes the way each author understands the value of simplicity?

Ⓐ Lindbergh understands that simplicity is desirable but unattainable because of obligations to others; however, Thoreau understands that simplicity is necessary and feels obligated to no one.

Ⓑ Lindbergh understands that simplicity is desirable and should be attained at any cost; however, Thoreau understands that simplicity is necessary and should be attained if society allows.

Ⓒ Lindbergh understands that simplicity is important but grace is the most valuable attribute; on the other hand, Thoreau understands that simplicity is the most important attribute in life.

Ⓓ Lindbergh understands that simplicity is important but the technique is impossible to cultivate; on the other hand, Thoreau understands that people are born complicated and should strive for simplicity in all aspects of life.

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Read the passage and then answer the questions that follow.

Principles of Solar Box Cooker Design

by Mark Aalfs

A solar box cooker can be used to cook food or to purify water using light from the sun.

1 The following heating principles will be considered first:

- **Heat gain**
- **Heat loss**
- **Heat storage**

A. Heat gain

2 **Greenhouse effect:** This effect results in the heating of enclosed spaces into which the sun shines through a transparent material such as glass or plastic. Visible light easily passes through the glass and is absorbed and reflected by materials within the enclosed space.

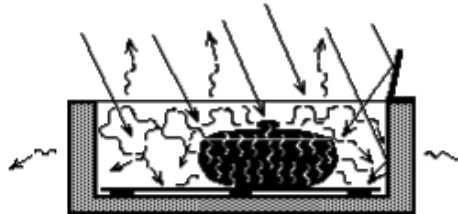


Figure 2. The greenhouse effect

3 The light energy that is absorbed by dark pots and the dark absorber plate underneath the pots is converted into longer wavelength heat energy and radiates from the interior materials. Most of this radiant energy, because it is of a longer wavelength, cannot pass back out through the glass and is therefore trapped within the enclosed space.

4 The reflected light is either absorbed by other materials within the space or, because it doesn't change wavelength, passes back out through the glass.

5 Critical to solar cooker performance, the heat that is collected by the dark metal absorber plate and pots is conducted through those materials to heat and cook the food.

6 **Glass orientation:** The more directly the glass faces the sun, the greater the solar heat gain. Although the glass is the same size on box 1 and box 2, more sun shines through the glass on box 2 because it faces the sun more directly. Note that box 2 also has more wall area through which to lose heat.

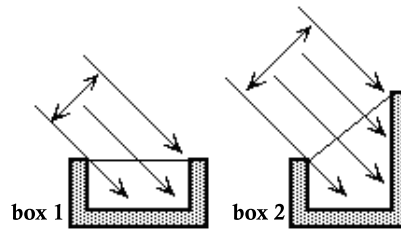


Figure 3. Glass orientation

7 **Reflectors, additional gain:** Single or multiple reflectors bounce additional sunlight through the glass and into the solar box. This additional input of solar energy results in higher cooker temperatures.

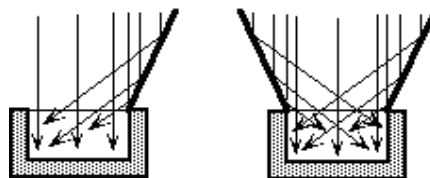


Figure 4. Reflectors for additional solar gain

B. Heat loss

8 The Second Law of Thermodynamics states that heat always travels from hot to cold. Heat within a solar box cooker is lost in three fundamental ways: **Conduction, Radiation, and Convection**

9 **Conduction:** The handle of a metal pan on a stove or fire becomes hot through the transfer of heat from the fire through the materials of the pan, to the materials of the handle. In the same way, heat within a solar box is lost when it travels through the molecules of tin foil, glass, cardboard, air, and insulation, to the air outside of the box.

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Figure 5. Heat conducted through the pan to handle

10 The solar heated absorber plate conducts heat to the bottoms of the pots. To prevent loss of this heat via conduction through the bottom of the cooker, the absorber plate is raised from the bottom using small insulating spacers as in **figure 6**.

11 **Radiation:** Things that are warm or hot — fires, stoves, or pots and food within a solar box cooker — give off heat waves, or radiate heat to their surroundings. These heat waves are radiated from warm objects through air or space. Most of the radiant heat given off by the warm pots within a solar box is reflected from the foil and glass back to the pots and bottom tray. Although the transparent glazings do trap most of the radiant heat, some does escape directly through the glazing. Glass traps radiant heat better than most plastics.

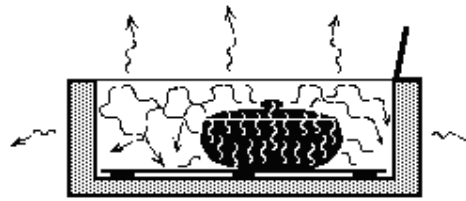


Figure 6. Heat radiates from warm cookware.

12 **Convection:** Molecules of air move in and out of the box through cracks. They convect. Heated air molecules within a solar box escape, primarily through the cracks around the top lid, a side “oven door” opening, or construction imperfections. Cooler air from outside the box also enters through these openings.

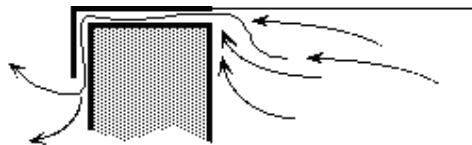


Figure 7. Heated air may escape through cracks.

C. Heat storage

- 13 As the density and weight of the materials within the insulated shell of a solar box cooker increase, the capacity of the box to hold heat increases. The interior of a box including heavy materials such as rocks, bricks, heavy pans, water, or heavy foods will take longer to heat up because of this additional heat storage capacity. The incoming energy is stored as heat in these heavy materials, slowing down the heating of the air in the box.

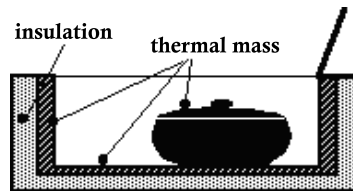


Figure 8. Thermal mass inside of the solar box.

- 14 These dense materials, charged with heat, will radiate that heat within the box, keeping it warm for a longer period at the day's end.



"Principles of Solar Box Cooker Design" by Mark Aalfs, www.solarcooking.org. Used with permission.

Session 1

44. Which statement **best** states a central idea of the passage?
- Ⓐ Energy absorbed by dark materials in the solar box becomes trapped within the enclosed spaces.
 - Ⓑ Reflectors are vital to the solar box because they cause higher cooker temperatures.
 - Ⓒ Heat gain, loss, and storage are important factors in an efficient solar box.
 - Ⓓ Glass solar boxes tend to radiate heat more efficiently than plastic.
45. Which statement represents a benefit of using heavy materials in a solar box?
- Ⓐ Things that are warm give off heat waves to their surroundings.
 - Ⓑ Heat is lost when it travels through the molecules inside the box.
 - Ⓒ The interior of a box containing more dense objects takes longer to heat.
 - Ⓓ Dense materials, charged with heat, keep the box warm for a longer period.

46. How does the author develop the central idea of the passage?

- Ⓐ by defining the greenhouse effect
- Ⓑ by listing and explaining each property of heat
- Ⓒ by providing statistics to support data on solar boxes
- Ⓓ by comparing and contrasting the size of solar boxes

47. Select the correct column for each description of how heat escapes from a solar box cooker.

	Conduction	Convection	Radiation
Heat waves from warm objects travel through air or space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The absorber plate is used to prevent heat from escaping.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Air moves in and out of the box through openings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heat given off within the solar box reflects back to the bottom tray.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Molecules traveling through materials lose heat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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- 48.** Based on the information in the passage, which type of heat loss is demonstrated by the illustration in Figure 7?
- Ⓐ conduction
 - Ⓑ convection
 - Ⓒ radiation
 - Ⓓ reflection
- 49.** What is the author’s purpose for including the information about different types of heat loss?
- Ⓐ to illustrate the importance of air molecules in heating systems
 - Ⓑ to explain why air molecules should be confined to a solar box
 - Ⓒ to describe ways to use insulation to prevent heat loss
 - Ⓓ to suggest ways to make a more efficient solar box

50. How does the author demonstrate expertise in the passage?

- Ⓐ by defining uncommon scientific terms
- Ⓑ by using scientific and technical language
- Ⓒ by addressing all aspects of the heat principles
- Ⓓ by explaining specific ways to improve solar boxes

STOP

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Writing Prompt

Read the following passage. Write a response to the prompt that follows the passage.

Excerpt from ***Gulliver’s Travels: Into Several Remote Nations Of The World***

by Jonathan Swift, D.D.

Gulliver arrives in a land of giants and is discovered by a farmer. The farmer’s 9-year old daughter, Glumdalclitch, takes a liking to Gulliver. The rest of the giants don’t know what to make of Gulliver, who, to them is a tiny creature. The King’s scholars determine that Gulliver is a freak of nature.

Part II, Chapter III

1 After this decisive conclusion, I entreated to be heard a word or two. I applied myself to the king, and assured his majesty, “that I came from a country which abounded with several millions of both sexes, and of my own stature; where the animals, trees, and houses, were all in proportion, and where, by consequence, I might be as able to defend myself, and to find sustenance, as any of his majesty’s subjects could do here; which I took for a full answer to those gentlemen’s arguments.” To this they only replied with a smile of contempt, saying, “that the farmer had instructed me very well in my lesson.” The king, who had a much better understanding, dismissing his learned men, sent for the farmer, who by good fortune was not yet gone out of town. Having therefore first examined him privately, and then confronted him with me and the young girl, his majesty began to think that what we told him might possibly be true. He desired the queen to order that a particular care should be taken of me; and was of opinion that Glumdalclitch should still continue in her office of tending me, because he observed we had a great affection for each other. A convenient apartment was provided for her at court: she had a sort of governess appointed to take care of her education, a maid to dress her, and two other servants for menial offices; but the care of me was wholly appropriated to herself. The queen commanded her own cabinet-maker to contrive a box, that might serve me for a bedchamber, after the model that Glumdalclitch and I should agree upon. This man was a most ingenious artist, and according to my direction, in three weeks finished for me a wooden chamber of sixteen feet square, and twelve high, with

sash-windows, a door, and two closets, like a London bed-chamber. The board, that made the ceiling, was to be lifted up and down by two hinges, to put in a bed ready furnished by her majesty's upholsterer, which Glumdalclitch took out every day to air, made it with her own hands, and letting it down at night, locked up the roof over me. A nice workman, who was famous for little curiosities, undertook to make me two chairs, with backs and frames, of a substance not unlike ivory, and two tables, with a cabinet to put my things in. The room was quilted on all sides, as well as the floor and the ceiling, to prevent any accident from the carelessness of those who carried me, and to break the force of a jolt, when I went in a coach. I desired a lock for my door, to prevent rats and mice from coming in. The smith, after several attempts, made the smallest that ever was seen among them, for I have known a larger at the gate of a gentleman's house in England. I made a shift to keep the key in a pocket of my own, fearing Glumdalclitch might lose it. The queen likewise ordered the thinnest silks that could be gotten, to make me clothes, not much thicker than an English blanket, very cumbersome till I was accustomed to them. They were after the fashion of the kingdom, partly resembling the Persian, and partly the Chinese, and are a very grave and decent habit.

- 2 The queen became so fond of my company, that she could not dine without me. I had a table placed upon the same at which her majesty ate, just at her left elbow, and a chair to sit on. Glumdalclitch stood on a stool on the floor near my table, to assist and take care of me. I had an entire set of silver dishes and plates, and other necessaries, which, in proportion to those of the queen, were not much bigger than what I have seen in a London toy-shop for the furniture of a baby-house: these my little nurse kept in her pocket in a silver box, and gave me at meals as I wanted them, always cleaning them herself. No person dined with the queen but the two princesses royal, the eldest sixteen years old, and the younger at that time thirteen and a month. Her majesty used to put a bit of meat upon one of my dishes, out of which I carved for myself, and her diversion was to see me eat in miniature: for the queen (who had indeed but a weak stomach) took up, at one mouthful, as much as a dozen English farmers could eat at a meal, which to me was for some time a very nauseous sight. She would craunch the wing of a lark, bones and all, between her teeth, although it were nine times as large as that of a full-grown turkey; and put a

bit of bread into her mouth as big as two twelve-penny loaves. She drank out of a golden cup, above a hogshead at a draught. Her knives were twice as long as a scythe, set straight upon the handle. The spoons, forks, and other instruments, were all in the same proportion. I remember when Glumdalclitch carried me, out of curiosity, to see some of the tables at court, where ten or a dozen of those enormous knives and forks were lifted up together, I thought I had never till then beheld so terrible a sight. . . .

- 3 I was frequently rallied by the queen upon account of my fearfulness; and she used to ask me whether the people of my country were as great cowards as myself? The occasion was this: the kingdom is much pestered with flies in summer; and these odious insects, each of them as big as a Dunstable lark, hardly gave me any rest while I sat at dinner, with their continual humming and buzzing about mine ears. They would sometimes alight upon my victuals, and leave their loathsome excrement, or spawn behind, which to me was very visible, though not to the natives of that country, whose large optics were not so acute as mine, in viewing smaller objects. Sometimes they would fix upon my nose, or forehead, where they stung me to the quick, smelling very offensively; and I could easily trace that viscous matter, which, our naturalists tell us, enables those creatures to walk with their feet upwards upon a ceiling. I had much ado to defend myself against these detestable animals, and could not forbear starting when they came on my face. It was the common practice of the dwarf, to catch a number of these insects in his hand, as schoolboys do among us, and let them out suddenly under my nose, on purpose to frighten me, and divert the queen. My remedy was to cut them in pieces with my knife, as they flew in the air, wherein my dexterity was much admired.
- 4 I remember, one morning, when Glumdalclitch had set me in a box upon a window, as she usually did in fair days to give me air (for I durst not venture to let the box be hung on a nail out of the window, as we do with cages in England), after I had lifted up one of my sashes, and sat down at my table to eat a piece of sweet cake for my breakfast, above twenty wasps, allured by the smell, came flying into the room, humming louder than the drones of as many bagpipes. Some of them seized my cake, and carried it piecemeal away; others flew about my head and face, confounding me with the noise, and putting me in the utmost terror of their stings.

However, I had the courage to rise and draw my hanger, and attack them in the air. I dispatched four of them, but the rest got away, and I presently shut my window. These insects were as large as partridges: I took out their stings, found them an inch and a half long, and as sharp as needles. I carefully preserved them all; and having since shown them, with some other curiosities, in several parts of Europe, upon my return to England I gave three of them to Gresham College, and kept the fourth for myself.



Excerpt from *Gulliver's Travels* by Jonathan Swift. Originally published in 1726.

- 1. Read the following prompt and write your complete response in the space provided.**

You have read the excerpt from *Gulliver’s Travels: Into Several Remote Nations of the World*. Write an essay explaining how Gulliver’s interactions with Glumdalclitch and the queen develop a theme of overcoming fear. Provide key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Write your response for the prompt on the lines below.

1 District/School/Class Information	
District Name:	
School Name:	
Classroom/Group Name:	
Date:	

MARKING DIRECTIONS

- Use only soft black pencil (No. 2).
- Do NOT use ink pen or felt-tip marker.
- Make heavy, dark marks that completely fill the circle.
- Erase completely any marks you wish to change.
- Make NO stray marks on this answer document.

SAMPLE MARKS

RIGHT ○ ● ○ ○

WRONG ⊗ ⊗ ⊗ ⊗

2 Student Name																							
Last Name												First Name								MI			
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	1	2	3	4
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A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
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T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
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V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

3 State ID Number									
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4 Birth Date		
Month	Day	Year
○ Jan		
○ Feb		
○ Mar	0 0	19 0 0
○ Apr	1 1	20 1 1
○ May	2 2	
○ Jun	3 3	
○ Jul	4	
○ Aug	5	
○ Sep	6	
○ Oct	7	
○ Nov	8	8 8
○ Dec	9	9 9

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ALIGN TOP OF LABEL HERE

If student barcode labels are being used,
position label **WITHIN** the dotted lines.

English II Practice Test Paper-Pencil Answer Key Document

Passage	DRP Range	Sequence	Standard	DOK	Key	Max Points
Emma	62–72	1	RL.10.3	2	C, B	2
Emma	62–72	2	L.10.6	2	D, D	2
Emma	62–72	3	RL.10.2	2	B	1
Emma	62–72	4	RL.10.6	2	D	1
Emma	62–72	5	RL.10.3	3	A, C	2
Emma	62–72	6	RL.10.5	2	B	1
Emma	62–72	7	RL.10.5	2	C	1
Emma	62–72	8	RL.10.3	2	C, A	2
Emma	62–72	9	RL.10.1	2	C	1
Emma	62–72	10	RL.10.5	2	B	1
Emma	62–72	11	RL.10.4	2	D	1
Declaration of Independence–Declaration Sentiments	62–72	12	RI.10.3	3	D	1
Declaration of Independence–Declaration Sentiments	62–72	13	RI.10.2	2	B, B	2
Declaration of Independence–Declaration Sentiments	62–72	14	RI.10.8	2	B	1
Declaration of Independence–Declaration Sentiments	62–72	15	L.10.4	2	C	1
Declaration of Independence–Declaration Sentiments	62–72	16	RI.10.6	3	A, C	2
Declaration of Independence–Declaration Sentiments	62–72	17	RI.10.3	2	A	1
Declaration of Independence–Declaration Sentiments	62–72	18	RI.10.5	3	D	1
Declaration of Independence–Declaration Sentiments	62–72	19	RI.10.2	2	B	1
Declaration of Independence–Declaration Sentiments	62–72	20	RI.10.9	2	D	1

Declaration of Independence–Declaration Sentiments	62–72	21	RI.10.9	3	D	1
The Jungle	57–67	22	RL.10.4	2	A	1
The Jungle	57–67	23	RL.10.4	2	D	1
The Jungle	57–67	24	L.10.5	2	C	1
The Jungle	57–67	25	RL.10.2	2	B	1
The Jungle	57–67	26	RL.10.1	2	A	1
The Jungle	57–67	27	L.10.5	3	B	1
The Jungle	57–67	28	RL.10.1	3	D	1
The Jungle	57–67	29	RL.10.3	3	A	1
The Jungle	57–67	30	RL.10.1	2	B	1
Gift from the Sea– Excerpt from Walden	57–67	31	L.10.4	2	C	1
Gift from the Sea– Excerpt from Walden	57–67	32	RI.10.1	2	C	1
Gift from the Sea– Excerpt from Walden	57–67	33	RI.10.1	2	B	1
Gift from the Sea– Excerpt from Walden	57–67	34	RI.10.1	3	B	1
Gift from the Sea– Excerpt from Walden	57–67	35	RI.10.5	3	A	1
Gift from the Sea– Excerpt from Walden	57–67	36	RI.10.2	2	C, D	2
Gift from the Sea– Excerpt from Walden	57–67	37	RI.10.4	1	B	1
Gift from the Sea– Excerpt from Walden	57–67	38	RI.10.6	3	A	1
Gift from the Sea– Excerpt from Walden	57–67	39	RI.10.3	3	C	1
Gift from the Sea– Excerpt from Walden	57–67	40	L.10.6	3	D, D	2
Gift from the Sea– Excerpt from Walden	57–67	41	RI.10.6	3	B, C	2
Gift from the Sea– Excerpt from Walden	57–67	42	RI.10.6	3	A	1

Gift from the Sea– Excerpt from Walden	57–67	43	RI.10.9	2	A	1
Principles of Solar Cooking Design	62–72	44	RI.10.2	2	C	1
Principles of Solar Cooking Design	62–72	45	RI.10.1	2	D	1
Principles of Solar Cooking Design	62–72	46	RI.10.3	2	B	1
Principles of Solar Cooking Design	62–72	47	RI.10.1	2	3, 1, 2, 3, 1	2
Principles of Solar Cooking Design	62–72	48	RI.10.7	3	B	1
Principles of Solar Cooking Design	62–72	49	RI.10.6	2	D	1
Principles of Solar Cooking Design	62–72	50	RI.10.4	2	B	1
Gulliver’s Travels	62–72	1	W.10.2	3	rubric	12