**Questions 1–13. Read the following passage carefully before you choose your answers.**

(The following is an excerpt from a speech by Esther Brimmer.)

We believe that investing in the education of women and girls is not only the “right thing to do; but it is the smart thing to do.” That is why we are committed to working with the United Nations and the international community in the lead up to 2015 to promote gender equality and the global empowerment of women and the education-related Millennium Development Goals. The United States is working with key international partners, including the United Nations, and the UN specialized agencies, such as UNESCO and UNICEF, to expand girls’ and women’s access to education in all forms and at all levels. As we seek to empower women through education, we must think of new ways to reach women and make education and skills training relevant to their lives. Some progress has been made with regard to enrollment in primary school for girls.

According to the 2010 Education For All Global Monitoring Report, the share of out-of-school girls has declined from 58% to 54% and the gender gap is narrowing in primary education in many countries. However we know that one of the challenges is not only enrollment in basic education, but also getting girls to stay in school and creating an environment where they can successfully transfer from primary to secondary school and consider post-secondary options.

We know that literacy is a critical first step for acquiring the skills needed to participate fully in one’s society. Of the 759 million adults who lack basic literacy skills around the world, two-thirds are women. UN organizations are helping governments, teachers, funders, NGOs, and students build capacity and address challenges to reaching these adults that lack basic literacy skills. Since rejoining UNESCO, one of our top priorities has been promoting literacy, with a particular focus on girls and women.

To that end, quality providers of informal/non-formal education have played and will continue to play a key role in decreasing the global adult illiteracy rate. We know that informal education can be more flexible and help reach adults who have long ago dropped out of the formal schools system or who were systematically denied access to school.

As the largest government donor to UNICEF, the United States is supporting efforts to support safe schools, quality education for each and every girl and boy. For example, UNICEF’s Child-Friendly Schools model which has been implemented in more than 50 countries, utilizes curricula that are specifically inclusive and gender-sensitive. Where barriers to gender equity exist, UNICEF works with governments to develop alternative education methods that promote gender inclusiveness in education. In Afghanistan, UNICEF has helped establish community-based schools in rural areas that allow for the participation of girls. In 2008, the Government of Afghanistan ran 815 of these community-based schools, with an enrolment of nearly 30,000 students.

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| **Question 1** |

What is the rhetorical purpose Brimmer’s first sentence in this passage?

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| A | She uses an analogy to set up the basic claim of her passage: it’s both smart and right to educate the world’s women. |
| B | She appeals to the audience by using her authority as the undersecretary for International Organizational Affairs. |
| C | She uses an appeal to authority to make her opinion more forceful. |
| D | She utilizes emotional and logical appeal with her inclusive choice of the word “we.” |
| E | She relies purely on an emotionless, logical approach to appeal to the intellect of the audience |

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| **Question 2** |

Which statement best explains the importance of the use of statistics in this passage?

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| A | The statistics back up the claim that fewer women/ girls continue to be illiterate than men/boys around the globe. |
| B | The statistical information in the passage sets up irrefutable proof that women and girls deserve to be educated. |
| C | The statistical information in the passage sets up a strong logical appeal designed to convince the audience to advocate for the education of women and girls. |
| D | The statistical information in the passage appeals to the emotions of the audience in order to provoke a radical change in thinking. |
| E | The statistical information provides a limited grasp of the available data and is meant to provide a broad overview of the logical argument for women’s education. |

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| **Question 3** |

Which of the following is NOT a political assumption that can be inferred from this passage?

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| A | Women and girls need formal education because informal education is ineffective. |
| B | It’s important for us to think of new ways to reach women and girls and provide them with education. |
| C | Women and girls should be educated. |
| D | Women become empowered through education. |
| E | It makes sense to educate women and girls. |

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| **Question 4** |

What strategy in this speech might best appeal to a hostile or critical audience?

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| A | The explication of the international community’s interest in promoting gender equality. |
| B | The claim that educating girls is a smart choice because it will benefit everyone. |
| C | The descriptions of how the United States is collaborating with UNESCO and UNICEF to promote women's literacy. |
| D | The advocacy of "nontraditional" ways to educate women. |
| E | The statistics that back up the claim that fewer women and girls are remaining illiterate. |

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| **Question 5** |

Which sentence best summarizes the importance of education beyond elementary school as it is expressed in the passage?

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| A | Women's literacy has increased, but there are still not enough women in post-secondary education. |
| B | Women and girls are catching up with boys and men in school attendance but lag behind in secondary and post-secondary school. |
| C | Women's literacy is important but it must be made relevant to their lives and delivered in non-traditional forms. |
| D | The gender gap is beyond the ability of elementary education at present to close. |
| E | While there have been gains in elementary education for women and girls, we need to find more ways to encourage them to stay in school through secondary and beyond. |

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| **Question 6** |

The chief effect of the phrase “participate fully” in paragraph three is to

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| A | criticize the small-mindedness of those who oppose funding for literacy programs. |
| B | preface the statistics from UNICEF with a blanket thesis. |
| C | summarize the Education For All Global Monitoring Report. |
| D | emphasize the concept that illiterate adults are closed off from many aspects of daily life. |
| E | repudiate the notion that people all over the world have the same access to education. |

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| **Question 7** |

The author most likely works for what body?

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| A | UNESCO |
| B | The United Nations |
| C | The United States government |
| D | The Government of Afghanistan |
| E | UNICEF |

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| **Question 8** |

The passage mentions all of the following as difficulties women face EXCEPT

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| A | earning equal pay for equal work |
| B | maintaining consistent school enrollment |
| C | being denied enrollment at educational institutions |
| D | lack of opportunities due to rural environments |
| E | curriculum that does not promote gender inclusiveness |

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| **Question 9** |

The author mentions UNICEF’s Child-Friendly Schools in order to

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| A | point out a program that is dated and no longer working |
| B | request more funding for a nascent initiative |
| C | lobby for more donations to fund a worthy cause |
| D | describe how the idea of gender inclusiveness can be implemented |
| E | praise the United States for its help promoting education for boys and girls |

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| **Question 10** |

Which of the following would be the most appropriate title for this passage?

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| A | A Journey Towards Literacy |
| B | The Gender Gap: An Ongoing Problem |
| C | UNESCO, UNICEF, and Promoting Literacy |
| D | Men v. Women: Gender in Education |
| E | How We Can Educate Women |

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| **Question 11** |

Which of the following best describes the tone of the passage?

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| A | Bombastic and idiomatic |
| B | Humanistic and reverent |
| C | Laudatory and sentimental |
| D | Factual and unemotional |
| E | Optimistic and provincial |

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| **Question 12** |

Which of the following can be inferred about UNESCO?

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| A | At some point in the past, the United States was not a part of it. |
| B | It is run by the same people who organize UNICEF. |
| C | It has gathered enough data to show that over 700 million adults lack literacy skills. |
| D | It only focuses on informal education as that is more effective. |
| E | It has implemented the Child-Friendly Schools to great success in more than 50 countries. |

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| **Question 13** |

Which of the following can be inferred about Afghanistan?

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| A | More women are educated there today than were in 2008. |
| B | Educated men in Afghanistan largely oppose the education of women. |
| C | There are fewer post-secondary options for girls in Afghanistan than there are primary school options. |
| D | At least some of its leaders support the education of women. |
| E | The women in the cities are better educated than those in the rural areas. |