

Humanities, Main Concepts, and Facts

Question 1 .

from **Abraham Lincoln's Gettysburg Address**

Delivered on November 19, 1863

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

The Gettysburg Address is written in which kind of text structure?

- ☐ A. parallel construction
- ☐ B. compare/contrast
- ☐ C. descending order
- ☐ D. chronological order

Question 2 .

- (1) Jose de San Martin of Argentina has become the forgotten man of South American independence. In recent years, his rival Simon Bolivar of Venezuela has become much more prominent as the military leader who forced Spain to leave the continent in the nineteenth century. San Martin was the general who forced the Spanish out of Argentina and Chile, as well as in Peru where Bolivar's eventual triumph would have been impossible if not for San Martin's invasion.
- (2) Born in Argentina, the son of a Spanish colonial official, he moved to Spain as a child where he was educated and served in the army for 20 years, rising to the rank of lieutenant-colonel of cavalry. He fought against Napoleon's French troops for three years, but then in 1812 he sailed to Buenos Aires, Argentina and began fighting the Spanish colonial army.
- (3) He had a genius for organization and carrying out big plans. He quickly concluded that the key to securing Argentina's independence from Spain lay in the conquest of Peru, which was the bastion of Spanish power in South America. He gathered an army in western Argentina, and in a feat of supreme generalship, he led his 5,000 troops over the high Andean passes into Chile. There in 1817, he attacked the Spanish troops and defeated them at Chacabuco, a city in northern Chile near the border with Peru. Chacabuco was the site of a mine that produced a key ingredient of gunpowder.
- (4) In 1820, he put his troops on ships supplied by the British and sailed up the western coast of South America and landed in Peru. Peru was loyal to Spain and had many Spanish troops, more than San Martin thought he could defeat. He decided to try convincing the Peruvians to take up his cause against the oppressive Spaniards, but the Peruvians were not easily swayed. During these two years in Peru, his army fell apart due to disease and inaction.
- (5) At a meeting in the Peruvian city of Guayaquil with Bolivar in 1822, San Martin requested troops from the Venezuelan, who denied his request. Saying "there is not enough room in

Peru for Bolivar and me," San Martin withdrew from fighting the Spanish. He lived the rest of his life in voluntary exile in Europe.

Which of these statements best summarizes paragraph 3?

- ☐ **A.** Jose de San Martin's military greatness was demonstrated when he crossed the Andes mountains with a force of 5,000 men. His prize was the gunpowder capital of South America. From Chacabuco, he turned his eyes to the conquest of Peru.
- ☐ **B.** To liberate South America from Spanish colonizers, Jose de San Martin knew he would need a lot of gunpowder. That is why he crossed the Andes mountains and attacked Chacabuco in 1817, because an important ingredient of gunpowder is mined there.
- ☐ **C.** Jose de San Martin was a military genius who liked to think big. After raising a large army in Chile, he attacked a gunpowder mine controlled by the Spanish. After winning that battle, he moved his troops to conquer Peru in a feat of supreme generalship.
- ☐ **D.** Jose de San Martin recognized that liberating Argentina of Spanish colonial rule meant attacking Spain in its Peruvian stronghold. Using his genius for organization, he put together an army and attacked the Spanish at the mining city of Chacabuco.

Question 3 .

Earl opens his eyes and blinks into the darkness. The alarm clock is ringing. It says 3:20, and the moonlight streaming through the window means it must be the early morning. Earl fumbles for the lamp, almost knocking it over in the process. Incandescent light fills the room, painting the metal furniture yellow, the walls yellow, the bedspread, too. He lies back and looks up at the stretch of yellow ceiling tiles above him, interrupted by a handwritten sign taped to the ceiling. He reads the sign two, maybe three times, then blinks at the room around him.

It is a bare room. Institutional, maybe. There is a desk over by the window. The desk is bare except for the blaring alarm clock. Earl probably notices, at this point, that he is fully clothed. He even has his shoes on under the sheets. He extracts himself from the bed and crosses to the desk. Nothing in the room would suggest that anyone lived there, or ever had, except for the odd scrap of tape stuck here and there to the wall. No pictures, no books, nothing. Through the window, he can see a full moon shining on carefully manicured grass.

Earl slaps the snooze button on the alarm clock and stares a moment at the two keys taped to the back of his hand. He picks at the tape while he searches through the empty drawers. In the left pocket of his jacket, he finds a roll of hundred-dollar bills and a letter sealed in an envelope. He checks the rest of the main room and the bathroom. Nothing else.

Earl absentmindedly plays with the lump of scar tissue on his neck and moves back toward the bed. He lies back down and stares up at the ceiling and the sign taped to it. The sign reads, GET UP, GET OUT RIGHT NOW. THESE PEOPLE ARE TRYING TO KILL YOU. Earl closes his eyes.

adapted from "Memento Mori" by Jonathan Nolan

Which of the following statements is **best** supported by the text?

- ☐ **A.** Earl is in the hospital waiting to have neck surgery.
- ☐ **B.** Earl is in the process of moving to a new apartment.
- ☐ **C.** Earl is unconcerned about the sign taped to the ceiling.
- ☐ **D.** Earl is angry at having to wake up so early in the morning.

Question 4 .

(1) Cinnamon has been known and loved for thousands of years. It is even mentioned several times in the Old Testament. It was so highly prized among ancient nations that it was regarded as a gift fit for monarchs and even for a god: a Greek inscription records the gift of cinnamon to the temple of Apollo. Though its source was kept mysterious in the Mediterranean world for centuries by the middlemen who handled the spice trade, to protect their monopoly as suppliers, cinnamon is native to Sri Lanka. At some points in its history, cinnamon has been more valuable than gold.

(2) Before the foundation of Cairo, Alexandria was the Mediterranean shipping port for cinnamon. Many Europeans knew that cinnamon came up the Red Sea to Alexandria, but whether from Ethiopia or not was less than clear. Others reported that cinnamon was fished up in nets at the source of the Nile. For many writers in the Dark Ages, Arabia was the source of cinnamon: giant cinnamon birds collected the cinnamon sticks from an unknown land, and used them to construct their nests; the Arabs then tricked the birds to obtain the sticks from those nests. This story was told as late as 1310 in Europe, although over a thousand years earlier, the Roman historian Pliny the Elder had written that the traders had made up this story in order to charge more. The first mention of the spice growing in Sri Lanka was made by an Arab in about 1270.

(3) Arab traders brought the spice via overland trade routes to Alexandria, where it was bought by Venetian traders from Italy who held a monopoly on the spice trade in Europe. The disruption of this trade by the rise of other Mediterranean powers, such as the Ottoman Empire, was one of many factors that led Europeans to search more widely for other routes to Asia. These explorations led to the discovery of America by Columbus.



(4) Portuguese traders finally landed in Sri Lanka at the beginning of the sixteenth century and took over the production and management of cinnamon. Later the Portuguese established a fort on the island in 1518 to protect their business.

(5) Dutch traders finally dislodged the Portuguese. They bragged their cinnamon was "the best in all the Orient: when one is downwind of the island, one can still smell cinnamon eight leagues out to sea."

(6) The Dutch East India Company continued to overhaul the methods of harvesting in the wild, and eventually began to cultivate its own trees.

(7) The British took control of the island of Sri Lanka from the Dutch in 1796. However, the

importance of the monopoly was already declining, as cultivation of the cinnamon tree had spread to other areas.

Which of these statements would best summarize the first paragraph?

- ☐ **A.** Cinnamon is native to Sri Lanka, and was originally imported to Egypt, from where it made its way to the temple of Apollo.
- ☐ **B.** Cinnamon was highly prized among ancient nations, so much so its source was kept a mystery. It was more valuable than gold.
- ☐ **C.** Middlemen who handled the spice trade lied about cinnamon because it was more valuable than gold in the Old Testament.
- ☐ **D.** Cinnamon was an important element in divine sacrifice as evidenced by its inclusion in the Old Testament and Greek inscriptions.

Question 5 .**Smoking Doesn't Just Hurt Your Health**

The arguments about smoking are usually centered around its effects on the health of smokers and nonsmokers alike. Entire ad campaigns have been developed around the idea of educating smokers about the risk smoking poses to their health. Chances are you've encountered the photo of that diseased lung photograph in your health class. Lawsuits against tobacco companies have gained a lot of media attention. Cities have gone so far as to ban smoking inside buildings, restaurants, and bars. But have you ever stopped to think about what smoking does to the environment?

It is easy to guess that smoking might pollute the air. Did you know that tobacco smoke contains more than 4,000 chemicals? Fifty of those are known to cause cancer and 200 are known poisons. Think about the fact that 30% of Americans smoke. Can you imagine how many chemicals are released into the air each year?

Cigarettes also account for an estimated 1.7 billion pounds of trash each year. Some people say the ban on smoking indoors in some cities could contribute negatively to this statistic. Since people are smoking outside, the number of cigarette butts they leave behind increases dramatically.

According to ButtsOut, 4.3 trillion cigarette butts are discarded every year. Millions of cigarette butts wind up littering the ground. Many of them end up in lakes and rivers. Sometimes marine animals ingest the butts and are poisoned. They may also contaminate the water supply. Some people probably think leaving butts on the ground to decompose can't hurt anything. But did you know it can take 25 years for them to completely disintegrate?

The process of growing tobacco is also detrimental to the environment. Forests are often wiped out completely in order to grow large crops of it. Tobacco plants are prone to disease, so most growers use a lot of pesticides on them. The pesticides often contaminate the local water supply. In addition, in many countries, tobacco is cured using wood smoke. This means that even more trees are cut down to fuel those fires.

In conclusion, smoking isn't just bad for humans. It is bad for the planet.

The author could better support paragraph 2 by

- ☐ **A.** giving examples of the chemicals found in cigarettes and their effects on the environment.
- ☐ **B.** including the story of someone whose home burned down after he or she fell asleep while smoking.

- ☐ **C.** supplying data about deforestation around the world that is a result of tobacco plantations.
- ☐ **D.** providing information about the amounts of litter that are picked up in the country's major cities.

Question 6 .

In these times of ours, though concerning the exact year there is no need to be precise, a boat of dirty and disreputable appearance, with two figures in it, floated on the Thames, between Southwark bridge which is of iron, and London Bridge which is of stone, as an autumn evening was closing in.

The figures in this boat were those of a strong man with ragged grizzled hair and a sun-browed face, and a dark girl of nineteen or twenty, sufficiently like him to be recognizable as his daughter. The girl rowed, pulling a pair of sculls very easily; the man, with the rudder-lines slack in his hands, and his hands loose in his waistband, kept an eager look out. He had no net, hook, or line, and he could not be a fisherman; his boat had no cushion for a sitter, no paint, no inscription, no appliance beyond a rusty boathook and a coil of rope, and he could not be a waterman; his boat was too crazy and too small to take in cargo for delivery, and he could not be a lighterman or river-carrier; there was no clue to what he looked for, but he looked for something, with a most intent and searching gaze. The tide, which had turned an hour before, was running down, and his eyes watched every little race and eddy in its broad sweep, as the boat made slight head-way against it, or drove stern foremost before it, according as he directed his daughter by a movement of his head. She watched his face as earnestly as he watched the river. But, in the intensity of her look there was a touch of dread or horror.

Allied to the bottom of the river rather than the surface, by reason of the slime and ooze with which it was covered, and its sodden state, this boat and the two figures in it obviously were doing something that they often did, and were seeking what they often sought. Half savage as the man showed, with no covering on his matted head, with his brown arms bare to between the elbow and the shoulder, with the loose knot of a looser kerchief lying low on his bare breast in a wilderness of beard and whisker, with such dress as he wore seeming to be made out of the mud that begrimed his boat, still there was a business-like usage in his steady gaze. So with every lithe action of the girl, with every turn of her wrist, perhaps most of all with her look of dread or horror; they were things of usage.

"Keep her out, Lizzie. Tide runs strong here. Keep her well afore the sweep of it."

Trusting to the girl's skill and making no use of the rudder, he eyed the coming tide with an absorbed attention. So the girl eyed him. But, it happened now, that a slant of light from the setting sun glanced into the bottom of the boat, and, touching a rotten stain there which bore some resemblance to the outline of a muffled human form, coloured it as though with diluted blood. This caught the girl's eye, and she shivered.

"What ails you?" said the man, immediately aware of it, though so intent on the advancing waters; "I see nothing afloat."

from Our Mutual Friend by Charles Dickens

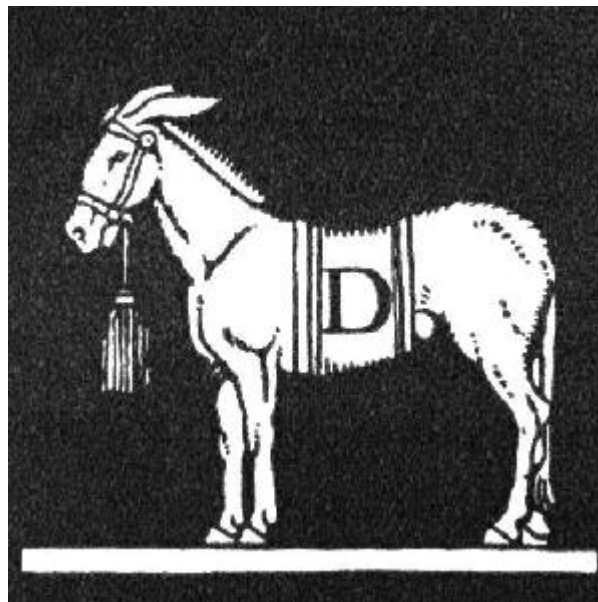
Which of the following elements of the text **best** supports the idea that the author is trying to build suspense?

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- ☐ **A.** the depiction of a father and daughter working together on a boat
- ☐ **B.** the description of a stain that resembles a bloody human form
- ☐ **C.** the imagery of a dirty boat covered with slime and ooze
- ☐ **D.** the father's disregard for his daughter's anxiety and dread

Question 7 .

- (1) The Locofocos were a radical faction of the Democratic Party that existed from 1835 until the mid-1840s. It was originally called the Equal Rights Party and was created in New York City. Its original platform was a protest against that city's regular and corrupt Democratic organization (named "Tammany Hall"). The Equal Rights Party contained a mixture of anti-Tammany Democrats and labor union veterans of the Working Men's Party. They were vigorous advocates of economic competition and opponents of monopoly, where competition is stifled.
- (2) The term "Locofoco" comes from the Spanish word for matches ("loco focus" meaning "crazy lights"). Matches were a new invention at the time. As applied to the Equal Rights Party, it originated when a group of New Yorkers who supported Andrew Jackson used these matches to light candles to continue a political meeting after a conservative group tried to break up the meeting by turning off the gaslights.
- (3) In the 1840 election, the term "Locofoco" was applied to the entire Democratic Party by its Whig opponents. There were two reasons for this: 1) Democratic President Martin Van Buren had incorporated many Locofoco ideas into his economic policy; and 2) Whigs considered the term to be derogatory. Van Buren lost the election to the Whig party candidate, William Henry Harrison.
- (4) In general, Locofocos supported Andrew Jackson and Van Buren, and were for free trade, greater circulation of coined money, legal protections for labor unions. They opposed paper money, financial speculation and state banks.



Which of these statements best summarizes the first paragraph?

- ☐ **A.** When the Locofocos took over the Democratic Party in 1835 to the mid-1840s, they protested the corruption of Tammany Hall and opposed economic monopolies. Reflecting their original name, the Equal Rights Party, they supported economic competition.
- ☐ **B.** The Locofocos were a radical faction of the Democratic Party that supported trade unions and was against Tammany Hall. They were associated early on with the Working Men's Party because they wanted to stifle competition and New York City corruption.
- ☐ **C.** The Equal Rights Party was a radical faction of the Working Men's Party that later became known as the Locofocos. They opposed the corruption of New York City politics, called Tammany Hall, and supported the Democratic Party in the state.
- ☐ **D.** Active in the 1830s and 1840s, the Locofocos faction of the Democratic Party was first called the Equal Rights Party. It was made up of union members and opponents of the corrupt Tammany Hall. They advocated economic competition and opposed monopolies.

Question 8 .**Public Figures, Private Morality**

Most people would agree that citizens have a right to privacy and that what goes on in their homes is nobody's business as long as it is not against the law or detrimental to public welfare. So, why is it that people want to know the intimate details of public figures' lives? Does the private life and morality, or lack thereof, of a public figure impact his or her ability to serve?

I would say there is some information I would rather not know about the local news person. However, a wise person once said, "Character is what you do when no one else is looking." When someone is in a position to make decisions that affect my everyday life, I want to know who this person is when the cameras aren't on.

As the adage says, "Actions speak louder than words." A person who has proven to be untrustworthy in a smaller arena should not be trusted with taxpayer money, regardless of his or her ability to say all the right things.

We must also consider the amount of income these public figures generate from the public. (This includes politicians' salaries as well as money spent on movies and CDs that celebrities pocket.) To a certain extent, all elections are based on character. Many politicians and other people in the public eye rise to notoriety on the basis of their self-proclaimed stances on family values and moral issues. In the same vein, many entertainers often gain support for their music and movies based on their positive images. These people are the ones putting their own character on display. So why shouldn't we examine it?

The best leaders have great character. These are the people who have the courage to stand up for what they believe in, even when it gets tough. They are also the ones who tell the truth and keep their promises. The public should be allowed to decide whether or not to support someone based on the individual's character. This is why I support the media's right to investigate and publish details of public figures' lives.

Politicians who have a record of accepting favors and gifts from the wealthy will more than likely look out for their wealthy friends' interests. Voters should be privy to this information. Likewise, if someone in a leadership position personally espouses views that are discriminatory, then this information should also be made public.

But make no mistake. I don't support prying into every detail of a public figure's life. I don't need to know what kind of toothpaste someone uses or all the gory details of private indiscretions. Wisdom and decency should be considered when deciding what to publish and what to keep private.

Which of these sentences would support the argument used in this passage?

- ☐ **A.** The average person would probably be mortified to see his or her private mistakes on the cover of a newspaper.
- ☐ **B.** Many great political leaders have had major character flaws while many leaders with spotless character have been political failures.
- ☐ **C.** Much information that is deemed to be in the public's "best interest" to know is really just irrelevant information the public is interested in.
- ☐ **D.** In the past year, several public figures' private indiscretions have led to their misuse of public funds being exposed.

Question 9 .

If you want to be successful in your relationships, practice good manners. That might sound like something your grandmother would say, but child development specialists are increasingly coming to the conclusion that manners, or social skills as they are sometimes called, are a critical part of a well-adjusted child. Children with poor manners are typically poorly adjusted, with a strong sense that they are the center of everything. Manners are part of the journey every child makes from dependence on parents to operating independently in the world. Those who have learned good manners have a distinct advantage over children who don't.

Manners are social behaviors that reinforce respect for others, especially our elders and people in authority. They reflect codes of behavior that cultivate characters of decency and humility. No one is ever considered a personal success who is a social failure.

Sometimes manners involve nonessential techniques like spooning soup toward the back of the bowl or drinking tea with your pinkie extended—table manners. Most times, however, manners address ways to smooth social interactions and deepen appreciation for those around you. They keep us mindful of how much we depend on others.

What is the best summary of this passage?

- ☐ **A.** Developing good manners is essential to social success. They are codes of conduct that help us not embarrass ourselves at the dinner table, while also helping us be more aware of the feelings of other people. They are a crucial part of growing up and learning to respect authority and older people.
- ☐ **B.** Good manners reinforce respect for others. Good table manners are part of this training. Those who learn good manners have many advantages over children who don't learn these important social skills. This is because they keep the children mindful of how much they depend on others for their happiness.
- ☐ **C.** Manners are an important part of growing up. These social skills allow people to interact with others, especially with authority figures, more successfully. Manners are more than table manners; they are essential techniques that smooth our interactions and deepen our appreciation of others.

- ☐ **D.** Eating soup properly may not seem important, but it communicates to others that you have good manners. People with bad manners really stick out, and people don't like them. People with good manners know how to behave because they have cultivated characters of decency and humility.

Question 10 .

Does D.A.R.E. Deliver Results?

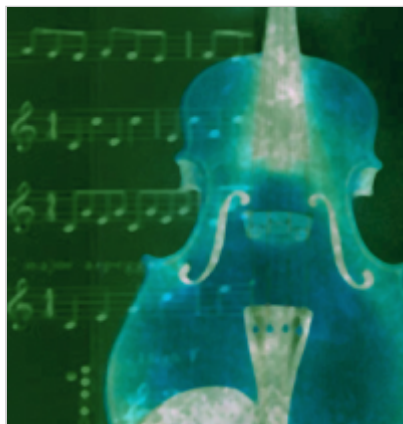
Most people who have attended public school in the years since 1983 are probably familiar with the D.A.R.E. (Drug Abuse Resistance Education) program. In fact, it has been used in 80% of U.S. schools and a total of 43 countries. It is, without a doubt, the most popular drug education program in the United States. As of 2008, 36 million kids a year (26 million in the U.S. alone) are reached by D.A.R.E.

So why have 30 different studies shown that D.A.R.E. doesn't prevent drug use in students who are exposed to its teaching? The U.S. Surgeon General's office reported in 2001 that D.A.R.E. "does not work." A 2009 study revealed that after four years, 31 percent of both D.A.R.E. graduates and those who had not attended the program had used marijuana. In a survey of students conducted by the Substance Abuse and Mental Health Services Administration, many revealed that the concepts of D.A.R.E. had been repeated so much during their school years that they basically stopped listening.

Detractors of the program say part of the problem is that D.A.R.E. teachings paint all students with the same broad brush. They say that by not taking into consideration the kids' likelihood of becoming substance abusers in the future, the program misses its mark entirely. D.A.R.E.'s "one size fits all" strategy does not adequately prepare students for the complex drug challenges that they are likely to face.

By pointing out the results of the Substance Abuse and Mental Health Services Administration's survey, the author is

- ☐ **A.** showing that students need mental health teaching instead of drug awareness.
- ☐ **B.** attempting to show that not even D.A.R.E.'s target audience believes it works.
- ☐ **C.** attempting to show that the government believes D.A.R.E. is the only solution.
- ☐ **D.** trying to convince readers to teach their children drug awareness at home.

Question 11 .

- (1) Listening to music is a popular pastime, but it may surprise some people to learn that music can heal. In music therapy, a trained therapist uses music to help clients improve or regain their health and quality of life. People with learning disabilities, physical disabilities, brain injuries, or substance abuse problems can all benefit from this unique type of therapy. Some people think they can't participate in music therapy because they don't play a musical instrument or they only like a certain kind of music, but this is not the case. Anyone can become involved in music therapy because therapists tailor each program to their client's individual preferences and personal challenges.
- (2) In order to become a music therapist in the United States, a person must earn a bachelor's and master's degree in music therapy. Students will learn music theory, music history, health care and counseling skills, and they will practice reading music, playing instruments, and singing. The next step is to become board-certified, which means that a music therapist must successfully complete course work and an internship at an American Music Therapy Association program and pass the Certifying Board Examination. After finishing their education, certified music therapists can work in hospitals, daycare centers, senior centers, hospice programs, schools, and private practices.

What statement best summarizes the passage?

- ☐ A. Becoming a music therapist requires earning a bachelor's and a master's degree, learning to play a musical instrument, and board certification. After school, therapists are qualified to work in hospitals, senior centers, and daycare centers.

- ☐ **B.** Many people like to listen to music, but music therapy involves a trained therapist working with a client. Musical therapists are trained by learning music theory, music history, and counseling. They also learn to play a musical instrument.
- ☐ **C.** Music therapy can help improve the lives of people with physical or mental disabilities. Music therapists earn advanced degrees and certification, and they work in many different environments, such as hospitals, senior centers, and schools.
- ☐ **D.** Music therapists work closely with clients who have physical or learning disabilities to improve their lives with music. These therapists can work with any clients, even those who aren't very talented at playing a musical instrument.

Question 12 .

Earl opens his eyes and blinks into the darkness. The alarm clock is ringing. It says 3:20, and the moonlight streaming through the window means it must be the early morning. Earl fumbles for the lamp, almost knocking it over in the process. Incandescent light fills the room, painting the metal furniture yellow, the walls yellow, the bedspread, too. He lies back and looks up at the stretch of yellow ceiling tiles above him, interrupted by a handwritten sign taped to the ceiling. He reads the sign two, maybe three times, then blinks at the room around him.

It is a bare room. Institutional, maybe. There is a desk over by the window. The desk is bare except for the blaring alarm clock. Earl probably notices, at this point, that he is fully clothed. He even has his shoes on under the sheets. He extracts himself from the bed and crosses to the desk. Nothing in the room would suggest that anyone lived there, or ever had, except for the odd scrap of tape stuck here and there to the wall. No pictures, no books, nothing. Through the window, he can see a full moon shining on carefully manicured grass.

Earl slaps the snooze button on the alarm clock and stares a moment at the two keys taped to the back of his hand. He picks at the tape while he searches through the empty drawers. In the left pocket of his jacket, he finds a roll of hundred-dollar bills and a letter sealed in an envelope. He checks the rest of the main room and the bathroom. Nothing else.

Earl absentmindedly plays with the lump of scar tissue on his neck and moves back toward the bed. He lies back down and stares up at the ceiling and the sign taped to it. The sign reads, GET UP, GET OUT RIGHT NOW. THESE PEOPLE ARE TRYING TO KILL YOU. Earl closes his eyes.

adapted from "Memento Mori" by Jonathan Nolan

There is evidence in the text to support which of the following conclusions?

- ☐ **A.** The money in Earl's jacket was obtained by theft.
- ☐ **B.** The sign taped to the ceiling was written by Earl.
- ☐ **C.** The scar tissue on Earl's neck is extremely painful.
- ☐ **D.** The setting of the passage is unfamiliar to Earl.

Question 13 .

Pre-fabricated home construction was once the purview of trailers and mobile homes, but “pre-fab” homes have changed dramatically in the past few years. Today, there are many more choices, from the simple to the exotic, and many more home buyers are opting for the pre-fab solution to building a home from scratch.

Pre-fab construction has some built-in advantages that mean lower risks in time and money over houses built piece by piece on a site. Factory-built prefab homes typically go for less than site-built homes: \$41 per square foot versus \$93 per square foot. Some of the savings come because a house built in a factory wastes less time and materials than building outside, where weather is unpredictable.

The appeal of pre-fab is not just price. Many buyers are looking for striking architectural designs that don't resemble the cookie cutter models offered by most developers. Pre-fab has shed its negative reputation. Some buyers want to downsize after their children leave home. Others are looking for a simpler way to add a small cottage or studio to property they already own. Some people want a more energy-efficient home or one that will be easier to live in as they age. And some buyers just want to have a say in designing their home without having to start from scratch with an architect. Pre-fab housing is a simpler solution to all these concerns.

Whatever their reasons, many home buyers are considering the purchase of a pre-fabricated home.

Which of these statements is the best summary of this passage?

- ☐ **A.** Pre-fab homes are not only energy efficient but they allow couples to build homes that force their children to leave home. Because the homes are cheaper to build, buyers can save a lot of money and time.
- ☐ **B.** Older couples are increasingly choosing pre-fab homes because they are tired of paying such high prices. Factory built homes are cheaper because they are built inside so weather is not a factor in construction.
- ☐ **C.** Most pre-fab homes are weather-resistant because they are built in a factory where the building materials don't get wet. It saves the buyers money because they don't have to hire an architect to a nice home.

- ☐ D. Pre-fab housing is increasingly common because it's cheaper to construct and offers simple solutions to many problems. It allows for striking design and increasingly appeals to a variety of home buyers.

Question 14 .



"How did you decide you wanted to go to Cornell?" Rita asked Piyali, her mentor.

"Everyone in my family went there. I guess it was just decided that I would go there. Why do you ask?" Piyali answered the question with a question.

"I am trying to make decisions about my future, you know," Rita expressed her sincere thoughts. "I feel torn, confused, and at bay. I think a lot before any big decision. And, I thought you could help me out."

"Well, mostly I follow my parents' expectations. I was smart enough to realize their dreams. Plus, I didn't have to waste much time trying to figure it all out," Piyali responded honestly. "It works for me."

Which of these best explains the irony in this passage?

- ☐ A. Rita's family does not have a plan laid out for her future.
- ☐ B. The mentor herself does not try to figure out her life.
- ☐ C. Rita is asking her mentor for important decisions in life.
- ☐ D. The mentor is accepted into a prestigious university.

Question 15 .

Today's world has seen a surge of digital networking. From social networking sites to text message or email, people have found a way to constantly be in touch with each other. While it used to take days or months for people to receive mail, now people can have a video conference with anyone around the world in a matter of seconds. Whether at work or school, people can "work" with their team members using some form of digital communication. However, people are more disconnected from each other than ever. Because people communicate using a digital medium rather than talking in person, intimacy is lost in the interaction.

Based on this passage, it is ironic that

- ☐ **A.** social networking is used for constant communication.
- ☐ **B.** people prefer to communicate using a digital medium.
- ☐ **C.** digital connectedness creates a loss in intimacy.
- ☐ **D.** people try to work with their team members using technology.

Answers

1. A
2. D
3. C
4. B
5. A
6. B
7. D
8. D
9. C
10. B
11. C
12. D
13. D
14. B
15. C

Explanations

1. Parallel construction is a unique kind of text structure often used in speeches. This structure relies on repeating similar sentence organization and phrasings. In the second paragraph of the Gettysburg Address, for example, Lincoln repeated the phrasing structure "that nation" many times. He said, "...that nation...that war...that field...that nation." Parallel construction helps to emphasize ideas through repetition.
2. A summary is a brief explanation of a longer passage using key facts from that passage. The correct choice here outlines several important facts from paragraph 3—San Martin's plan for defeating Spain, his genius for organization and his attack on the city of Chacabuco. While the other choices contain some of these facts, they either misstate those facts or leave out other important facts that complete the story.
3. The first paragraph of the passage states that Earl reads the handwritten sign on the ceiling several times. In the last paragraph, he lies down on the bed, reads the sign again, and then closes his eyes. These actions suggest that Earl is unconcerned about the sign's warning.
4. Summaries are brief statements about a longer passage. They contain only the most important details in a way that reflects the meaning of those details in the original. The correct answer here mentions three facts and does so in a way that does not distort their meaning. The other choices misrepresent the details and make statements that are not supported by the original paragraph.
5. Paragraph 2 mentions the number of chemicals in cigarettes and that they often end up released into the air. However, it does not tell the reader what the chemicals are or how they negatively affect the environment.
6. In the fifth paragraph of this passage, the author describes a "rotten stain there which bore some resemblance to the outline of a muffled human form, coloured it as though with diluted blood." This vivid description supports the idea that the author is attempting to build suspense in the passage.
7. Summaries use important facts to condense a longer passage into a brief statement. The correct choice in this question states seven facts from paragraph 1 and presents them in a logical arrangement that mirrors that paragraph's structure. None of the other choices comes close to that level of detail. In addition, they each contain at least one error in fact.

8. This sentence best fits into the author's argument in this passage. The other answer choices provide information that contradicts the argument.
9. Summaries condense information by selecting the most important facts and then organizing them in a way that reflects how the information is put together in the original text. The correct selection here does that by emphasizing a few facts from the passage like social skills, interaction with others, more than table manners, techniques for smoothing interaction and deepening appreciation. The other choices do not accurately describe the ideas contained in the original article.
10. Read paragraph 2 again. This statement from the Substance Abuse and Mental Health Services Administration says that students admitted to no longer listening to D.A.R.E.'s teachings.
11. The best summaries capture the main idea of an article and one or two important supporting details. They include the most important information from the entire passage. "Music therapy can help improve the lives of people with physical or mental disabilities. Music therapists earn advanced degrees and certification, and they work in many different environments, such as hospitals, senior centers, and schools" is the best summary of this passage because it gives both the main idea and several important supporting details.
12. Throughout this passage, Earl searches the room and appears to be curious about his surroundings. His actions suggest that Earl is unfamiliar with the room in which he awakes.
13. A good summary contains only the most important details. In this passage about pre-fab housing the most important points are the cheaper price, the way pre-fab construction simplifies the building process, and the variety of people pre-fab housing appeals to.
14. Irony is used to express the exact opposite of its literal meaning. It is the difference between what appears to be and what actually is. Irony is also applied to situations when the opposite of what is expected happens. It is ironic that Piyali, a mentor, has not worked hard or struggled with decision-making in her life yet she is expected to guide others in making big decisions.

15. Irony is used to express the exact opposite of its literal meaning. It is the difference between what appears to be and what actually is. Irony is also applied to situations when the opposite of what is expected happens. While digital connection is supposed to make people closer, it has created a gap in human interaction.