

She culled the strawberry, bright with dew;

The bower where Love her timid footsteps led;

The hearthstone where her children grew; . . .

Which of the following works best reflects the central contrast between Text 1 and Text 2?

- (A) *Women: The Misunderstood Majority*—an examination of myths about women
- (B) *Men Are from Mars, Women Are from Venus*—an exploration of gender-based differences
- (C) *The Husband's Message and The Wife's Lament*—two Old English poems calling for reunion with a missing spouse
- (D) *Gone With the Wind*—a woman determined to restore her home

24. Text 1 is from *The Importance of Being Earnest*, a play by Oscar Wilde. Text 2 is from Louisa May Alcott's *Work: A Story of Experience*.

Text 1

[In this scene, Algernon has told Lady Bracknell that his friend (Mr. Bunbury) will not be coming to Lady Bracknell's dinner party that evening.]

Algernon. Yes; poor Bunbury is a dreadful invalid.

Lady Bracknell. Well, I must say, Algernon, that I think it is high time that Mr. Bunbury made up his mind whether he was going to live or to die. This shilly-shallying with the question is absurd. Nor do I in any way approve of the modern sympathy with invalids. . . . I should be much obliged if you would ask Mr. Bunbury, from me, to be kind enough not to have a relapse on Saturday, for I rely on you to arrange my music for me. It is my last reception, and one wants something that will encourage conversation, particularly at the end of the season when everyone has practically said whatever they had to say, which, in most cases, was probably not much.

Text 2

Madame was intent on a water-color copy of Turner's "Rain, Wind, and Hail," that pleasing work which was sold upside down and no one found it out. Motioning Christie to a seat she finished some delicate sloppy process before speaking. In that little pause Christie examined her, and the impression then received was afterward confirmed. Mrs. Stuart possessed some beauty and chose to think herself a queen of society. She assumed majestic manners in public and could not entirely divest herself of them in private, which often produced comic effects.

In what way is the description of Lady Bracknell in Text 1 and that of Mrs. Stuart in Text 2 similar?

- (A) The descriptions suggest that both women are sincere and gracious hostesses.
- (B) The descriptions present both women as thoughtful and caring of others.
- (C) The descriptions reveal that both women are self-deprecatory in their attitudes.
- (D) The descriptions imply that both women are self-delusional, producing a comic effect.

25. Text 1 is from John L. O'Sullivan, "The Great Nation of Futurity." It was originally published in 1839.

Text 2 comes from George Washington's "Farewell Address" in 1796.

Text 1

What philanthropist can contemplate the oppressions, the cruelties, and injustice inflicted by them [monarchies and aristocracies of antiquity] on the masses of mankind, and not turn with moral horror from the retrospect? America is destined for better deeds. . . . We have had patriots to defend our homes, our liberties, but no aspirants to crowns or thrones; nor have the American people ever suffered themselves to be led on by wicked ambition to depopulate the land, to spread desolation far and wide, that a human being might be placed on

a seat of supremacy. We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples.

Text 2

The unity of government which constitutes you one people is also now dear to you. It is justly so, for it is a main pillar in the edifice of your real independence. . . . But as it is easy to foresee that from different causes and from different quarters much pains will be taken, many artifices employed, to weaken in your minds the conviction of this truth, as this is the point in your political fortress against which the batteries of internal and external enemies will be most constantly and actively (although often covertly and insidiously) directed, it is of infinite moment that you should properly estimate the immense value of your national union to your collective and individual happiness. . . .

Which of the following pairs of words best expresses the difference of Text 1 and the message of the author of Text 2 toward the future of the United States of America?

- (A) Text 1: pride; Text 2: shame
- (B) Text 1: retaliation; Text 2: caution
- (C) Text 1: enthusiasm; Text 2: vigilance
- (D) Text 1: encouragement; Text 2: paranoia

Answer Explanations

1. **(B)** Both of the girls are depicted as being relaxed. The girl in Text 1 is sitting in a wicker settee, very relaxed, and reading a book. Sally Happer in Text 2 is resting her chin on a windowsill, gazing down sleepily at the car. Choice (A) is not correct because, although there is some suggestion that the girl in Text 1 is pretty (“Slender and supple . . . alluring mouth”), nothing is suggested about Sally Happer’s appearance. There is a suggestion that the girl in Text 1 is intelligent (“Quick gray eyes full of a radiant curiosity”), but there is nothing to suggest that Sally is intelligent. Neither girl can be described as indolent (habitually lazy) because not enough information is provided to show whether they are frequently lazy.

2. (C) In Text 1 “the drowsy silence” is broken by the “heavy footsteps” of the elderly man. In Text 2, Sally Happer looks down sleepily at Clark Darrow’s noisy arrival in his old Ford. In Text 1, the arrival of the elderly man does not mainly create humor. In Text 2, there is a stronger suggestion than in Text 1 that the arrival of the male character is intended, at least in part, to be humorous. However, in neither passage does the male character’s arrival mainly serve to create humor. It is possible that the elderly man grunts because he condemns the girl’s self-indulgence, but there is nothing to suggest a condemnation of self-indulgence in Text 2. In Text 1, the elderly man interrupts the mood briefly, but this does not really change the atmosphere; the girl ignores him and continues reading and eating a lemon. In Text 2, Clark Darrow’s arrival does not create a serious atmosphere. On the contrary, it creates a somewhat comical atmosphere.
3. (B) Obviously, these two texts are both introductions to stories and are both providing the reader with the settings. The sun plays a prominent role in both texts. In Text 1, “the sun was shying little golden disks at the sea—if you gazed intently enough you could see them skip from wave tip to wave tip until they joined a broad collar of golden coin that was collecting half a mile out and would eventually be a dazzling sunset.” Text 2 includes simile as the “sunlight dripped over the house like golden paint over an art jar.”
4. (A) Huntington’s social theory is that “The most important conflicts of the future will occur along the cultural fault lines separating these civilizations from one another,”; in other words, future conflicts will be between civilizations. Weeks takes exception to this idea by taking Huntington’s concept of “fault lines” and redefining it on two levels (using the term as a play on words). First, he says that Huntington’s “endeavor . . . has its fault lines,” suggesting weak spots in his rationale. Second, Weeks says that the real “fault lines” are the “borders encompassing each distinct nation-state and mercilessly chopping the alleged civilizations into pieces.” Of interest is Weeks’s use of the word “alleged” in describing “civilizations,” as this term

suggests that he would even differ with Huntington on what constitutes a civilization.

5. **(B)** The author of Text 1 writes, “Civilizations are differentiated from each other by history, language, culture, tradition and, most important, religion” and “[These differences] are far more fundamental than differences among political ideologies.” We can infer from this that the author believes that most people identify more strongly with their religion than with their political party. The author of Text 2, on the other hand, sees “the religious glue” as “thin and cracked.”
6. **(A)** The author of Text 1 is arguing that what he considers the most fundamental differences among civilizations (“Civilizations are differentiated . . . equality and hierarchy”) have “over the centuries . . . generated the most prolonged and the most violent conflicts.” It is reasonable to suppose that the author would consider the most important implication of the statement to be that differences among civilizations rather than differing political ideologies will cause serious future conflict in the world.
7. **(A)** The author of Text 1 does not argue that all conflict is at present caused by conflicts among civilizations or that this will be true in the future. He argues that “the world will be shaped in large measure by the interactions among seven or eight major civilizations” and that “the most important conflicts of the future will occur along the cultural fault lines separating these civilizations from one another.” Thus, he would be likely to say that the Persian Gulf War is an example of nation-states putting their interests ahead of the interests of the civilization to which they belong. However, this one example does not invalidate his four-point argument that civilizational loyalty is becoming more important than loyalty to the nation-state in causing conflict in the world.
8. **(A)** After describing Huntington’s classification as “[identifying] determinants [of international events] on a grand scale by ‘civilizations,’” the author of Text 2 describes what he sees as the difficulties with Huntington’s classification: “His endeavor, however,

has its own fault lines. The lines are the borders encompassing each distinct nation-state and mercilessly chopping the alleged civilizations into pieces.” From this we can infer that the author of Text 2 has serious doubts about whether the term “civilization” can be applied to the entities described as such by Huntington.

9. **(B)** Text 1 blames the overuse and degradation of river systems dedicated to commercial purposes on the fact that such water sources cannot be changed because of the impact on property values of constituencies. Text 2 blames overuse of groundwater resources on “a lack of tradable rights to water . . . , and a lack of clear property rights to water tables.”
10. **(A)** The author of Text 1 says, “Air and water are particularly susceptible to pollutants because of the ease with which they can be used as open-access resources for receiving and disseminating waste.” Thus, he would probably argue for close monitoring of the results of assigning ownership rights. In his discussion of the example of a river system, the author stresses that the various uses it is put to can have a great effect on other uses it has on the system itself and on things outside the system related to it. Thus, it is likely he would be concerned about the effects of the activity of one owner on the parts of the ocean owned by others.
11. **(D)** The author of Text 2 sees unsound government policies, particularly in pricing, as an unsuccessful means to protect natural resources from destruction, whereas the author of Text 1 suggests that we look to creating policy, including pricing, for renewable resources to protect them.
12. **(D)** Text 1 poses a question: “How do the Hawaiian Islands and other volcanoes that form in the interior of plates fit into the plate-tectonics picture?” The answer to that question introduces the reader to the hotspot theory, which says that hotspots exist “below the plates that would provide localized sources of high heat energy (thermal plumes) to sustain volcanism.” Text 2 not only tells us that an experiment (called PLUME) was conducted to “put the [hotspot] theory to the

test,” but also claims that the outcome of the experiment “obtain[ed] the best picture yet of a mantle plume originating from the lower mantle,” suggesting that they did find evidence supporting the theory.

13. **(C)** A data-producing three-dimensional image of the upper mantle, transition zone, and lower mantle under the Hawaiian Islands would enable researchers to pinpoint the areas that Wilson claims are instrumental in the formation of the island, including the “deep, stationary hotspot in the mantle,” “the melting [of] the overriding Pacific Plate,” as well as the formation of the seamount and eventual volcanic mountain.
14. **(B)** This is a matter of opposing extremes: the prose poem sometimes lacks the musical elements of poetry; the lyric can be so musical it is no longer concise as is a poem.
15. **(D)** Johnson “complains” about reading so many prose poems that we can assume that he does not want to read or listen to very many of them “over and over again,” as one would want to read or listen to a poem that, like a song, incorporates lyric elements.
16. **(A)** “It’s the profession’s way of redefining the art downward to accommodate its talent pool” in Text 1 implies that the writers of prose poems that are completely devoid of the traditional elements of poetry, which would include lyrical components, are incapable of writing true poetry. Text 2 continues the critique of poets by stating, “It’s suicidal for poets to reject their own biology!” This statement suggests that the poet’s own body is calling for lyric elements to be part of the poem.
17. **(C)** Text 2 focuses on transient cohorts/groups of wildlife that transfer disease to other wildlife as they migrate through an area; Text 1 is primarily concerned with disease transfer not just among wildlife but also between wildlife and humans.
18. **(D)** Text 1 tells us that H5N1 sparked an “unprecedented global response.” In Text 2 we can assume, because of the action taken (public health agencies closing public swimming areas), that the

response was on a more localized level. Text 2 never reveals in what country or area the public swimming areas were closed.

19. **(B)** Text 1 is about the “Emerging Infectious Diseases (EIDs) that have wildlife roots, including numerous diseases that have caused epizootics of great concern for society.” Text 2 likewise discusses epizootics, specifically duck plague. In contrast, however, the effects on people are the main area of concern in Text 1, citing the almost 40 million people with HIV/AIDS in 2006, the costs of combating the disease in people, and the investigations and programs the disease has spurred. Text 2 deals very little with the impact on humans and instead talks mostly about ramifications of duck plague from various perspectives.
20. **(C)** The *Escherichia coli* outbreak of 2008 involved contraction of the disease by children, a circumstance that we can reasonably assume would become a major cause of humanity at every level.
21. **(A)** We can infer that the religion that Wayne considers “useless” in Text 1 is that of the “traditionals.” Consequently, when Text 2 describes the Native American religion as one that “forbade the accumulation of wealth and the enjoyment of luxury,” the clash between Wayne, who is described as prosperous with many holdings, and the religion of the traditionals becomes easy to understand.
22. **(B)** Text 2 states “that for an innate power and self-poise, wholly independent of circumstances, the American Indian is unsurpassed among men.” That “innate power” was the result of “a magnetic and nervous force” acquired from living outdoors. However, the Native Americans described in Text 1 are no longer living outdoors but, rather, are living in fear, dependence, and poverty.
23. **(B)** “*Man’s home is everywhere*” in Text 1 but “*It is not thus with Woman*” in Text 2 immediately tells you that these texts are providing a contrast between man and woman. The fact that the poet italicized these lines indicates intent. Only choice (B) provides a title that

correlates to the idea that “home” means something different for man than it does for woman.

24. **(D)** Lady Bracknell in Text 1 has the idea that she can tell an ill man “not to have a relapse on Saturday, for I rely on you to arrange my music for me.” Likewise in Text 2, Mrs. Steward “chose to think herself a queen of society,” but the author tells us that her manners were “assumed” to the point that she even acted that way in private, implying that she was deluding herself.
25. **(C)** The enthusiasm of the author of Text 1 is evident when he says, “America is destined for better deeds.” He does not entertain even the possibility of the American government at some future point repeating any of the sins of other nations. Although Washington does express enthusiasm as well when he speaks of the value of the “unity of government” that the nation was enjoying at that point in time, he goes into detail warning the listeners against covert and insidious efforts on the part of enemies to destroy America’s unity in the future. The implication of this warning is the need for an increased sense of vigilance against such attacks.

*a disease that appears as new cases in a given animal population, during a given period, at a rate that substantially exceeds what is expected based on recent experience

Central Ideas and Details

Remember that the central or main idea is a statement of the writer’s point. Try not to confuse it with the author’s purpose. The central idea always comes with supporting details found in the text or passage. You want to look at the following:

- Who?
- What?
- Where?
- When?
- How?

After reading the entire passage, reread it first to identify the topic and then to see what the author is saying about the topic. Keep in mind that it is OK if you need to read the short passage a few times to find the correct details. Some are harder to see than others.

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage(s).

1. This passage is from John Okada, *No-No Boy*, published by the University of Washington Press, copyright © 2001.

The lieutenant who operated the radar-detection equipment was a blond giant from Nebraska. The lieutenant from Nebraska said: “Where you from?” The Japanese-American who was an American soldier answered: “No place in particular.” “You got folks?” “Yeah, I got folks.” “Where at?” “Wyoming, out in the desert.” “Farmers, huh?” “Not quite.” “What’s that mean?” “Well, it’s this way. . . .” And then the Japanese-American whose folks were still Japanese-Japanese, or else they would not be in a camp with barbed wire and watchtowers with soldiers holding rifles, told the blond giant from Nebraska about the removal of the Japanese from the Coast, which was called the evacuation, and about the concentration camps, which were called relocation centers.

According to the text, at the time of this account the narrator’s parents are

- (A) living on their farm in Wyoming.
- (B) living in Japan.
- (C) living in a relocation camp in Wyoming.
- (D) deceased.