

# Overview & Format

# ENGLISH

## The English test...

- is always the \_\_\_\_\_ section on the ACT.
- has \_\_\_\_\_ questions, which fit into one of three categories:
  - ◆ Production of Writing \_\_\_\_\_
  - ◆ Knowledge of Language \_\_\_\_\_
  - ◆ Conventions of Standard English \_\_\_\_\_
- is divided into \_\_\_\_\_ passages with \_\_\_\_\_ questions each.
- has a time limit of \_\_\_\_\_ minutes.

If you divide your time equally among the passages, you will spend **9 minutes** per passage.

## English Strategies


### True or False:

1. \_\_\_\_\_ In the English passages, read just the underlined words.
2. \_\_\_\_\_ Each underlined part will contain just one error.
3. \_\_\_\_\_ The ACT may have more than one "NO CHANGE" in a row.
4. \_\_\_\_\_ Expect to find errors in parts of the passage that are not underlined.
5. \_\_\_\_\_ The answer choices provide clues as to the skills being tested.
6. \_\_\_\_\_ Test-takers may not write in their test booklets.
7. \_\_\_\_\_ Never leave any answer blank.

A B C

# ENGLISH

## Language of the ACT

 **The ACT likes \_\_\_\_\_, \_\_\_\_\_  
sentences, not flowery language.**

By 3200 B.C., Sumerian society had become so increasing in size and complexity that a means of keeping track of holdings became necessary.

- A. NOCHANGE
- B. so increased in size and complexity
- C. become so excessively monolithic and circumfused by societal intricacies whose implications dictated
- D. became so large and real hard to figure out

 **Slang words, idioms, and clichés are \_\_\_\_\_ wrong.**

Some said the idea wouldn't go over so big.

- A. NO CHANGE
- B. wouldn't be a big deal.
- C. wouldn't go too good.
- D. would never work.

 **Shorter answers are usually \_\_\_\_\_ answers.**

Sure enough, there was Roy, still curled up, sound asleep on the back pew, carved out of sturdy white oak.

- A. NO CHANGE
- B. pew, hewn from locally harvested oak lumber.
- C. pew, made from mountain oak.
- D. pew.

Language  
*of the ACT*  
(continued)

# ENGLISH

 **Avoid** \_\_\_\_\_.

It's usually hard to determine who first uttered out loud a given word and almost as hard to know who first wrote it down.

- A. NO CHANGE
- B. spoke
- C. said verbally
- D. gave vocalization to

 **Eliminate** \_\_\_\_\_ **expressions.**

In the 1920s the YMCA sponsored a program in order to promote more enlightened public opinion on racial matters.

- A. NO CHANGE
- B. upon promoting
- C. on promoting
- D. to promote

 **The ACT** \_\_\_\_\_ **the expression "due to the fact that."**

That tsunami is a Japanese word is no accident due to the fact that no nation has so frequently been visited by giant waves as has Japan.

- A. NO CHANGE
- B. when one takes into consideration the fact that
- C. seeing as how
- D. because

 **Pay attention when the ACT offers the option to** \_\_\_\_\_.

Unfortunately, the code talkers sometimes faced dangerous peril from their own side.

- A. NO CHANGE
- B. hazardous
- C. risky
- D. DELETE the underlined portion.

# ENGLISH

## Language of the ACT (continued)

 **Good \_\_\_\_\_ means choosing the exact word.**  
**It's a popular ACT question.**

Her best-known work is now a staple at many high school literature courses.

- A. NO CHANGE
- B. to
- C. from
- D. in



**Also know the difference between:**  
*then vs. than*  
*affect vs. effect*  
*principal vs. principle*

## The Language of the ACT Practice Questions

1. Reading has long been regarded as a private act, a deed of an individual and personal nature best undertaken in silence.

- A. NO CHANGE
- B. something best attempted to be
- C. a project of activity best
- D. one best

2. Both the extremes of darkness and light and the constantly shifting day length effect people in subtle and curious ways.

- A. NO CHANGE
- B. affects
- C. effect
- D. affect

3. It's awesome that in other parts of Japan, the same three stars appear in a constellation representing the floor-length sleeve of a woman's kimono.

- A. NO CHANGE
- B. You'll be amazed to learn that in
- C. Consider, if you will, the notion that in
- D. In

4. Dubble Bubble sold quick as a wink and was an instant success.

- A. NO CHANGE
- B. was an overnight success and
- C. sold out in the blink of an eye and
- D. DELETE the underlined portion.

5. I think maybe I might possibly have met them all.

- A. NO CHANGE
- B. perhaps I've
- C. I've possibly
- D. I've

6. From my apartment, I could see two boys through the alley playing.

- A. NO CHANGE
- B. across
- C. among
- D. about

# Usage, Grammar, & Mechanics

# ENGLISH

 **If you have two answers that are both grammatically correct, then choose the one that is \_\_\_\_\_.**


They contributed more than \$60 million to the project, which was completed in the winter of 1986.

- A. NO CHANGE
- B. project. Which was completed
- C. project, it was completed
- D. project. They were finished

 **Always match verb \_\_\_\_\_. Sometimes you may need to look at the sentence before or after.**

After two weeks' effort, I would always set the harmonica aside and had went back to the baseball field.

- A. NO CHANGE
- B. would of gone
- C. go
- D. would of went

 **Subjects and verbs must \_\_\_\_\_.  
Ignore any extra words between them.**

Rice seedlings, started in small hand-watered paddies soon after the wheat harvest, is planted in the now flooded fields.

- A. NO CHANGE
- B. harvest is
- C. harvest, are
- D. harvest are

 **Pronouns and antecedents must also \_\_\_\_\_.  
Ignore any extra words between them, too.**

Literary critics are often less interested in any particular book than one is in placing groups of books into categories.

- A. NO CHANGE
- B. they are
- C. he is
- D. he or she is

# ENGLISH

## Usage, Grammar, & Mechanics (continued)

 **Never miss \_\_\_\_\_ again.**

On the first night, the instructor, whom had performed in local rock bands for years, guided the class through the first lesson.

- A. NO CHANGE
- B. whom once
- C. who had
- D. who did

 **Commas and dashes generally come in \_\_\_\_\_.**

*In pairs, they set off interrupting phrases from the rest of the sentence. The ACT likes to put punctuation on one side but not the other just to trick you.*

The older children not their parents were invited.  
The older children not their parents were invited.  
The older children not their parents were invited.

Our daughter, Clare recently celebrated her second birthday.

- A. NO CHANGE
- B. Our daughter Clare recently,
- C. Our daughter, Clare, recently
- D. Clare, our daughter recently,

 **Having \_\_\_\_\_ commas is just as bad as not having enough. Every comma must have a reason to be there.**

Hikers, typically, find, that the climb takes at least three hours.

- A. NO CHANGE
- B. Hikers typically find
- C. Hikers typically, find
- D. Hikers, typically find

Usage, Grammar,  
& Mechanics  
(continued)


# ENGLISH

 **Always sound out \_\_\_\_\_.**

**ACT favorites:** \_\_\_\_\_ vs. \_\_\_\_\_ vs. \_\_\_\_\_  
\_\_\_\_\_ vs. \_\_\_\_\_  
\_\_\_\_\_ vs. \_\_\_\_\_ vs. \_\_\_\_\_  
\_\_\_\_\_ vs. \_\_\_\_\_

Today, the theater acknowledges its bartering tradition by collecting nonperishable food items in exchange for tickets.

- A. NO CHANGE
- B. its's
- C. it's
- D. its'

 **Apostrophes show \_\_\_\_\_. Placement of the apostrophe can be tricky.**

The child looks up at all the screaming adults and wonders at the grown-up's noisy behavior.

- A. NO CHANGE
- B. grown-ups'
- C. grown-ups
- D. grown-ups,

 **In a noun + noun combination, the \_\_\_\_\_ noun always gets the apostrophe.**

One week, seeds are sown in bare patches behind the villagers' houses.

- A. NO CHANGE
- B. villagers house's.
- C. villagers' houses'.
- D. villagers houses.

# ENGLISH

## Usage, Grammar, & Mechanics *Practice Questions*

1. I would of liked playing music after midnight.

- A. NO CHANGE
- B. have like playing
- C. like to played
- D. have liked to play

2. When he opened the chest cavity, he finds a cut in the pericardium.

- A. NO CHANGE
- B. is able to find
- C. discovers
- D. found

3. The Navajo language is complex, with a structure and sounds that makes them unintelligible to anyone without extensive exposure to it.

- A. NO CHANGE
- B. makes it
- C. make it
- D. make them

4. She identifies with the griots of West Africa—those village storytellers where they use songs, poems, and narration to help preserve and transmit culture and history.

- A. NO CHANGE
- B. who
- C. whom
- D. that they

5. A recent trend among college students involve their own organizing of public readings.

- A. NO CHANGE
- B. involves their
- C. involve they're
- D. involves they're

6. The Fleet Corporation named it's new product Dubble Bubble.

- A. NO CHANGE
- B. named its
- C. called they're
- D. called it's

7. It was definitely the largest and possibly, the prettiest but it was also the worst-smelling flower I'd ever encountered.

- A. NO CHANGE
- B. largest and possibly, the prettiest,
- C. largest, and possibly, the prettiest
- D. largest, and possibly the prettiest,

8. Sandra Cisneros writes poems and stories whose titles alone—"Barbie-Q," "My Lucy Friend Who Smells Like Corn," "Woman Hollering Creek"—engage potential readers' curiosity.

- A. NO CHANGE
- B. potential, reader's
- C. potential, readers
- D. potential readers




# Sentence Errors

# ENGLISH

 Can you fix \_\_\_\_\_?

Surrounded by a dense growth of trees with long, dangling vines and trunks that rose a hundred feet into the air.

- A. NO CHANGE
- B. Having been surrounded
- C. My companion and I was surrounded
- D. We were surrounded

 Can you fix \_\_\_\_\_?

In the 1920s Pedro Flores introduced the yo-yo in the United States and soon started a yo-yo manufacturing company in California.

Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. States. Flores
- B. States, and he
- C. States; he
- D. States he

 Can you fix \_\_\_\_\_ joined sentences or clauses?

The parts of a chili pepper vary the seeds and veins of a pepper are hotter than the flesh.

- A. NO CHANGE
- B. vary;
- C. vary,
- D. vary but



A semicolon separates related independent clauses. Be sure that the word groups on both sides can stand alone.

 Can you fix non-\_\_\_\_\_ elements?

Nixon knew his community, had knowledge of human nature, and knew how to get things done.


- A. NO CHANGE
- B. knows
- C. knew
- D. DELETE the underlined portion.



Items that are parallel in meaning must be parallel in structure. (Example: He likes boating, swimming, and \_\_\_\_\_)

# ENGLISH

## Sentence Errors

 Can you fix \_\_\_\_\_ modifiers?

Then we arrived at a meadow where youths promenaded their horses in riding pants and blazers.

A. NO CHANGE

B. promenaded horses in their riding pants and blazers.

C. in riding pants and blazers promenaded their horses.

D. promenaded in riding pants and blazers their horses.

### Beyond Underlining: Follow the Directions Precisely

1. Given that all of them are true, which choice supports the paragraph by giving the most specific details?

A. a lot of important details about their life-

B. not only business transactions, but fables, myths, poetry, proverbs-

C. in cuneiform a great many specific details about their lives-

D. many details about their business and culture-

2. Which of the following sentences, if inserted here, would best illustrate the accomplishments of the Sumerians?

A. Early tribes often settled in fertile plains near rivers so they would have water for crops.

B. The Sumerians were a very accomplished group.

C. There, they devised an irrigation network, metal tools, and the wheel.

D. During their time, the Sumerians accomplished many very important things.

## ENGLISH TEST

### Practice Passages

**DIRECTIONS:** In the passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose "NO CHANGE." In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

#### PASSAGE II

##### A Family Heirloom

I live with my father in the summer, when I'm on vacation from school. Last week, he told me he had to go on a business trip in connection with his work and that I'd be staying with his sister for three days. Although I love my aunt, I wasn't happy about the prospect of three days at her house with nothing to do. It turns out I was in for a surprise.

Soon after I arrived, my

aunt said she had a gift for me. "It belonged to my mother, your grandma. I'm sorry you never had the chance to know her," she told me.

16. F. NO CHANGE  
G. having something to do with his job  
H. that involved traveling to another city  
J. OMIT the underlined portion.

17. Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. Not long  
B. A short time  
C. As soon  
D. Shortly

18. F. NO CHANGE  
G. aunt, said  
H. aunt said,  
J. aunt said;

I was expecting my aunt to hand me a ring or a bracelet, or maybe an old book, but instead she led me outside. 19

[1] She pointed to a corner of the yard, where a tortoise was calmly munching a dandelion. [2] Rosie must have heard us talking, because she began to amble over to us. 20 [3] She was over a foot long and about seven inches

high. [4] As soon as my aunt assured me that Rosie 21 wouldn't snap or bite, I reached down to stroke her neck,

admiring her brown and tan carapace, or upper shell. 22

Rosie, it turns out is: a desert tortoise that my 23 grandmother had started raising over twenty years 24

ago. My aunt said that she would have checked with 25 my parents, who each agreed that if I wanted to take responsibility for Rosie, I could take her home with me.

19. The writer is considering deleting the first part of the preceding sentence, so that the sentence would read:

She led me outside.

If the writer were to make this change, the essay would primarily lose:

- A. details that indicate to the reader what will eventually happen.  
 B. the contrast between the gift and what the narrator had anticipated receiving.  
 C. examples of the kinds of gifts the narrator normally receives.  
 D. an indication of how close the narrator and her aunt are.
20. F. NO CHANGE  
 G. have heard of  
 H. of heard about  
 J. of heard

21. Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. After my  
 B. When my  
 C. My  
 D. Once my

22. Upon reviewing this paragraph and realizing that some information has been left out, the writer composes the following sentence:

“This is Rosie,” she announced.

This sentence should most logically be placed after Sentence:

- F. 1.  
 G. 2.  
 H. 3.  
 J. 4.

23. A. NO CHANGE  
 B. Rosie, it turns out, is  
 C. Rosie, it turns out is  
 D. Rosie it turns out, is

24. Which of the following alternatives to the underlined portion would NOT be acceptable?

- F. begun to raise  
 G. started to raise  
 H. started up raising  
 J. begun raising

25. A. NO CHANGE  
 B. had checked  
 C. would check  
 D. must check

It's interesting that Rosie is older than I am.

<sup>26</sup>

Tortoises are land-dwelling, vegetarian turtles. They can

experience the satisfaction of contentment through a diet  
<sup>27</sup>  
of grass clippings, lettuce, broccoli, melons, and other

vegetables and fruit. They like to warm themselves in the  
<sup>28</sup>  
sun but will burrow into the ground when they want to be  
safe and cool. I learned that I should build plywood

enclosures in each of my parents' backyards so that  
<sup>29</sup>  
Rosie would be safe year-round.

I learned that tortoises are among the most  
endangered families in reptiles. That means having a  
tortoise is a privilege, and I'm proud that my family has  
<sup>30</sup>  
entrusted me with Rosie's care. By caring for Rosie I'll be  
able to share something with the grandma I never knew.

26. Given that all the choices are true, which one most effectively introduces the information that follows in this paragraph?

- F. NO CHANGE
- G. I asked my aunt about Rosie's needs and care.
- H. Most tortoise species are now found only in Africa.
- J. Some giant tortoises weigh as much as 180 kilograms.

27. A. NO CHANGE

- B. reap their necessary nutritional requirements from
- C. be kept as happy as a clam with
- D. be adequately nourished by

28. Which choice provides the most specific and precise information?

- F. NO CHANGE
- G. things they could eat.
- H. edible items.
- J. fresh foods.

29. A. NO CHANGE

- B. parent's backyards
- C. parents backyards
- D. parents backyards,

30. F. NO CHANGE

- G. families of
- H. family in
- J. family of

# Overview & Format

# READING

- ▶ \_\_\_ passages of \_\_\_ questions each
- ▶ \_\_\_ questions in \_\_\_ minutes
- ▶ Questions fit into one three categories:
  - Key ideas & details (55-60%): \_\_\_\_\_
  - Craft and structure (25-30%): \_\_\_\_\_
  - Integration of Knowledge & ideas (13-18%): \_\_\_\_\_

## Types of Passages

1. Prose Fiction: \_\_\_\_\_
2. Social Science: \_\_\_\_\_
3. Humanities: \_\_\_\_\_
4. Natural Science: \_\_\_\_\_

## Look out for *imply*, *infer*, and *suggest*

When these words are in a reading question, it means the answer is not directly stated in the passage. You will have to put information together in order to answer the question. In other words, you'll have to \_\_\_\_\_.

Try this example:

Turner almost wished that he hadn't listened to the radio. He went to the closet and grabbed an umbrella. He would feel silly carrying it to the bus stop on such a sunny morning.

The passages suggests that what probably happened?

- A. Turner heard on the radio that it was a sunny morning.
- B. Turner had promised himself to do something silly that morning.
- C. Turner had heard a weather forecast that predicted rain.
- D. Turner planned to trade his umbrella for a bus ride.

# READING

## Pointers for the Reading Test

- ▶ Read the \_\_\_\_\_ first.
- ▶ When \_\_\_\_\_ are given, premark the passage.
- ▶ \_\_\_\_\_ is the single most different passage on the test. The remaining three tests will employ the same types of writing and ask the same types of questions.
- ▶ **As with all parts of the ACT, use the Process of Elimination.** If you don't know the correct answer right away, assign each choice a label ("Yes," "No," or "Maybe"). Often, \_\_\_\_\_ answers are totally wrong and can be quickly eliminated.
- ▶ **Don't waste time on \_\_\_\_\_ questions.** All questions are worth the same number of points.
- ▶ **When choosing a final answer, beware of choices that include \_\_\_\_\_ from the passage.**
- ▶ **Instead, correct answers are often \_\_\_\_\_ or summaries of the passage, not direct quotes.**



## SAMPLE READING PASSAGE

**DIRECTIONS:** The passage is followed by several questions. After reading the passage, choose the best answer to each question and circle the answer in the test booklet. You may refer to the passage as often as necessary.

### Passage I

**SOCIAL SCIENCE:** This passage is adapted from the article “Land of the Candy Bar” by Ray Broekel (©1986 by Forbes Inc.).

The candy bar as we know it was born in America. So too, many centuries earlier, was chocolate itself. Mexican natives cultivated the cocoa bean for more than twenty-five hundred years before Hernán Cortés took it to Spain with him in 1528. Spanish royalty drank a cold, sweetened beverage made from the beans, but they liked it so much they kept it a secret from the rest of Europe for the remainder of the century. Not until the 1840s did a British firm make the first chocolate bar. The *candy* bar, agglomerating a variety of flavors and textures—almost always including chocolate—in one piece, was a purely American invention, and (as of this writing) it’s still not one hundred years old.

Milton Snavely Hershey, the father of the modern candy bar, had already built a successful business in caramels when he first saw German chocolate-making machines at the 1893 Chicago world’s fair. He ordered some for his factory in Lancaster, Pennsylvania, and began turning out chocolate bars the next year. By the turn of the century he was through with caramels. He made not just plain chocolate and milk-chocolate bars but also innovative items like almond bars, kisses, and chocolate cigars. By 1911 his company had sales of five million dollars a year; by 1921 it was making four times that.

Such dazzling success begat swift competition, and soon a multitude of companies was making bars of chocolate combined with caramel, marshmallow, peanuts, crisped rice, and anything else that might sell.

30 Throughout the first two decades of the century, a bewildering variety of candy bars appeared on shelves across the country, most of them fleetingly. There have probably been more than one hundred thousand different candy bars sold in the United States, including some 35 thirty thousand that existed only in the years just after World War I. Nearly every confectioner in the land turned out a candy bar, choosing a name that might reflect a news or sports event, a popular hero, a food, a place, or even a popular saying of the age.

40 The industry began on the East Coast but quickly fanned out across the country. Since the basic ingredients were dairy products, Chicago became the natural hub for candy bars, and Milwaukee and Minneapolis were major producers.

45 The Depression brought lean times to the candy-bar business, and not until the late 1930s did the industry begin to recover. When war struck again, the makers of candy bars once more were pressed into service supplying the troops. Hershey made “field ration D,” a 50 refined chocolate that didn’t melt at high temperatures, and it was packed in kits for soldiers, sailors, and Marines. On the home front, as the supply of chocolate dwindled, manufacturers struggled to concoct new bars from ingredients such as peanuts and marshmallows and 55 gave them patriotic names like Torpedo.

If World War I made candy bars a major industry, World War II made them a worldwide symbol of America. The GI handing out candy bars to children came to stand for liberation everywhere. Hershey bars 60 became an international wartime currency.



1. The passage mentions all of the following as candy-bar ingredients EXCEPT:
- A. crisped rice.
  - B. caramel.
  - C. raisins.
  - D. almonds.
2. What, according to the passage, did Hernán Cortés contribute to the development of the candy bar?
- F. He introduced the cocoa bean to Spain.
  - G. He protected the secret of cocoa from the abuses of Europe.
  - H. He discovered the cocoa bean growing wild in Mexico.
  - J. He utilized chocolate as an international currency.
3. The passage suggests that Chicago become the hub for candy-bar production for what reason?
- A. It was located at the midpoint between Minneapolis and Lancaster, Pennsylvania.
  - B. It was the transportation center of the U.S.
  - C. The majority of the population was found in this part of the country.
  - D. Many dairy products came from the region around Chicago.
4. As it is used in line 32, the word *fleetingly* means:
- F. of poor quality.
  - G. lasting only a brief time.
  - H. similar in taste.
  - J. becoming permanent.
5. The main idea of the passage is that:
- A. chocolate has been in use since the sixteenth century.
  - B. chocolate, a symbol of royalty, was kept a secret for a long time.
  - C. the candy bar has come to occupy an important place in American life.
  - D. the candy bar played a part in the outcomes of the two world wars.
6. According to the passage, which of the following historical events helped to stimulate demand for the chocolate- and candy-bar industry?
- I. World War I
  - II. World War II
  - III. The Depression
- F. I only
  - G. I and II only
  - H. I and III only
  - J. II and III only
7. It can most reasonably be inferred from the passage that by the turn of the century Hershey was “through with caramels” (line 20) because:
- A. he saw a larger market for chocolate bars.
  - B. they didn’t work in his new chocolate-making machines.
  - C. too many other companies were competing for their sales.
  - D. their taste clashed with the chocolate he had begun to use.
8. The passage indicates that the first chocolate bar was made by the:
- F. Mexicans.
  - G. Spanish.
  - H. British.
  - J. Americans.
9. According to the passage, where did Milton Snavely Hershey learn about chocolate making?
- A. At a German chocolate-making factory
  - B. At his own plant in Lancaster, Pennsylvania
  - C. At a British chocolate-bar factory
  - D. At the 1893 Chicago World’s Fair
10. The passage indicates that candy bars have been named after all of the following EXCEPT:
- F. patriotic things.
  - G. wartime currency.
  - H. popular sayings.
  - J. sporting events.

## READING TEST

**DIRECTIONS:** The passage below is followed by ten questions. After reading the passage, choose the best answer to each question and fill in the corresponding circle on your answer sheet. You may refer to the passage as often as necessary.

### Passage I

**PROSE FICTION:** Adapted from John Steinbeck, *The Red Pony*. ©1961, 1965 by John Steinbeck.

When the triangle sounded in the morning, Jody dressed more quickly even than usual. In the kitchen, while he washed his face and combed back his hair, his mother addressed him irritably. “Don’t  
5 you go out until you get a good breakfast in you.”

He went into the dining room and sat at the long white table. He took a steaming hotcake from the platter, arranged two fried eggs on it, covered them with another hotcake and squashed the whole  
10 thing with his fork.

His father and Billy Buck came in. Jody knew from the sound on the floor that both of them were wearing flat-heeled shoes, but he peered under the table to make sure. His father turned off the oil  
15 lamp, for the day had arrived, and he looked stern and disciplinary, but Billy Buck didn’t look at Jody at all. He avoided the shy questioning eyes of the boy and soaked a whole piece of toast in his coffee.

Carl Tiflin said crossly, “You come with us  
20 after breakfast!”

Jody had trouble with his food then, for he felt a kind of doom in the air. . . . The two men stood up from the table and went out into the morning light together, and Jody respectfully followed a  
25 little behind them. He tried to keep his mind from running ahead, tried to keep it absolutely motionless.

His mother called, “Carl! Don’t you let it keep him from school.”

They marched past the cypress, where a  
30 singletree hung from a limb to butcher the pigs on, and past the black iron kettle, so it was not a pig killing. The sun shone over the hill and threw long, dark shadows of the tree and buildings. They crossed a stubble-field to shortcut to the barn.  
35 Jody’s father unhooked the door and they went in. They had been walking toward the sun on the way down. The barn was black as night in contrast and

warm from the hay and from the beasts. Jody’s father moved over toward the one box stall. “Come  
40 here!” he ordered. Jody could begin to see things now. He looked into the box stall and then stepped back quickly.

A red pony colt was looking at him out of the stall. Its tense ears were forward and a light of  
45 disobedience was in its eyes. Its coat was rough and thick as an airedale’s fur and its mane was long and tangled. Jody’s throat collapsed in on itself and cut his breath short.

“He needs a good currying,” his father said,  
50 “and if I ever hear of you not feeding him or leaving his stall dirty, I’ll sell him off in a minute.”

Jody couldn’t bear to look at the pony’s eyes any more. He gazed down at his hands for a moment, and he asked very shyly, “Mine?” No one  
55 answered him. He put his hand out toward the pony. Its gray nose came close, sniffing loudly, and then the lips drew back and the strong teeth closed on Jody’s fingers. The pony shook its head up and down and seemed to laugh with amusement. Jody  
60 regarded his bruised fingers. “Well,” he said with pride—“Well, I guess he can bite all right.” The two men laughed, somewhat in relief. Carl Tiflin went out of the barn and walked up a side-hill to be by himself, for he was embarrassed, but Billy Buck stayed. It was easier to talk to Billy Buck. Jody  
65 asked again—“Mine?”

1. After he showed Jody the pony in the barn, Carl Tiflin went off by himself because he felt:
  - A. lonely.
  - B. sad.
  - C. embarrassed.
  - D. amused.

2. The inside of the barn is described in the passage as:
- F. dark and cold.
  - G. bright and warm.
  - H. airless but bright.
  - J. dark and warm.
3. It can reasonably be inferred from the second "Mine?" (line 66) uttered by Jody that he:
- A. won't curry the horse after school.
  - B. can hardly believe the pony is his.
  - C. is wondering how he's going to afford the pony.
  - D. is embarrassed by what his father has done.
4. Jody had trouble seeing in the barn when he first arrived there because:
- F. he was looking around for his pony.
  - G. all he could see was the red pony.
  - H. he had just been walking toward the sun.
  - J. he had just taken a shady shortcut to the barn.
5. Jody realized he was not headed for a pig killing because he:
- A. ate breakfast with his father and Billy Buck.
  - B. saw his father was wearing flat-heeled shoes.
  - C. would not be able to miss school.
  - D. walked past the singletree and black iron kettle.
6. The narrator's statement that Jody "tried to keep his mind from running ahead" (lines 25–26) suggests that Jody:
- F. is trying not to get too worried or excited about what might happen.
  - G. has great respect for his father and especially for Billy Buck.
  - H. wants to avoid thinking about how he'll be punished for missing school.
  - J. knew exactly why he had to follow his father and Billy Buck.
7. The narrator says that Jody finds his father:
- A. harder to talk with than Billy Buck.
  - B. harder to talk with than his mother.
  - C. easier to talk with than Billy Buck.
  - D. just as easy to talk to as his mother or Billy Buck.
8. When the narrator says that the two men laughed when Jody said "Well, I guess he can bite all right" (line 61), it can reasonably be inferred that the men felt:
- F. the tension that had built up was relieved.
  - G. confused about what to do to the horse.
  - H. embarrassed that the horse had been so mean.
  - J. surprised that Jody had all his fingers left.
9. The pony that Jody finds in the stall is characterized by a:
- I. rough coat.
  - II. well-curried mane.
  - III. gray nose.
- A. I only
  - B. III only
  - C. I and II only
  - D. I and III only
10. The fact that Jody's father is described as looking "stern and disciplinary" (lines 15–16) suggests that he is:
- F. extremely cruel and mean to Jody.
  - G. unwilling to look Jody in the eye.
  - H. somewhat distant from Jody.
  - J. annoyed at that moment with Jody's mother.

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## Passage II

**SOCIAL SCIENCE:** This passage is adapted from an essay by Ellen Goodman that appeared in *Keeping in Touch* (©1985 by The Washington Post Company).

Twenty years ago, when Valentina Tereshkova went into space, she was followed by an appalling trail of words. The Russians' "smiling cosmonette" and "dimpled space sister" had "her feminine curves hidden in a clumsy space suit." You get the idea.

Sally Ride, in turn, suffered some before she went up in the Challenger. Johnny Carson quipped that the launch was being postponed until Sally could find the purse to match her shoes. A *Time* magazine writer asked if she wept when things went wrong.

By lift-off, however, the media were just about as (1) tamed, (2) repressed, or (3) enlightened as we could have hoped. Indeed, it was Sally Ride's name which seemed to provide more twists, puns, and plays on words for headline writers than her sex. To wit: "Ride, Sally Ride," "Sally Rides High," and "Sally's Joy Ride."

Still, what we are witnessing is a classic case of First Womanitis, a social disease that comes with prolonged exposure to the spotlight. Sally Ride, First American Woman in Space, is taking this trip right into history while her male companions are destined for the trivia shows.

She is also, like it or not, joining a large sorority whose ranks include Elizabeth Blackwell, the first woman to be graduated from an American medical school, in 1849, and Ruth Wilson, the first woman hired as a street cleaner by the Philadelphia Sanitation Department, in 1976.

When all is said and done, Sally Ride is just another First Woman.

Ride is luckier than many of the others in this sorority. People are rooting for her, rather than against her. But the initiation rites are by now familiar.

As a First Woman, she is watched and called upon to explain her very existence in a way that her co-travelers are not. She is asked opinions on everything "female"—from fashion to feminism—and everyone offers opinions about her from her fashions to her feminism.

Nearly all of the select have felt this glare of extraordinariness, even in their more earthly pursuits. Nearly all of them have sighed, at some moment, as Ride did, "It may be too bad that our society isn't further along and that this is such a big deal."

But most First Women share something else: a special conflict. There is the desire to be accepted as a self-made woman, a person who was and is judged on individual merit. There is the realization that each carries a load of other women's frustrations and hopes.

Ride has borne the disappointments of women such as those would-be astronauts of 1961, the dozen whose space futures were canceled out because "the times" were not ripe. She has also taken on the hopes of a generation of young girls in search of heroines. When it all gets to be too much, she flips "the switch marked 'oblivious.'" Maybe First Women wear that switch like a sorority pin.

In any case, Ride is now initiated. She's learned the rules. Being a full-fledged First Woman means carrying your self as a second job. Being a First Woman means taking every step for womankind. It's not easy, but the company is fine.

1. It may be reasonably inferred from the passage that Sally Ride received from the media:
- A. more attention than her male counterparts.
  - B. less attention than her male counterparts.
  - C. the same attention as her male counterparts.
  - D. no attention until twenty years later.
2. The passage states that while Sally Ride is taking a trip into history, her male counterparts are destined for:
- F. future economic success.
  - G. future space trips.
  - H. news headlines.
  - J. trivia shows.
3. It may be reasonably inferred that the information in the second paragraph (lines 6–10) is included by the author to illustrate how:
- A. enlightened the media has become.
  - B. powerful the media has become.
  - C. society stereotypes women.
  - D. Sally Ride delayed the shuttle launch.
4. The passage indicates that Ride is luckier than many other First Women because:
- F. she got to travel in space.
  - G. her future was not canceled out.
  - H. the initiation rites were familiar.
  - J. people were on her side.
5. Throughout the passage, being a First Woman is compared to being:
- A. in a sorority.
  - B. on a ride into space.
  - C. married to the President.
  - D. in search of heroines.
6. The words used to describe Valentina Tereshkova in the first paragraph are presented by the author as examples of language that:
- F. describes the skills and abilities of women.
  - G. respects the superiority of female attributes.
  - H. claims equality for women in the workplace.
  - J. devalues the role of an accomplished person.
7. As it is used in line 15, the phrase *to wit* most nearly means:
- A. stereotypically.
  - B. nevertheless.
  - C. that is.
  - D. therefore.
8. Which of the following statements best summarizes the main point of the passage?
- F. Society has made marked progress in sex-role stereotyping.
  - G. Male-dominated fields should make an effort to recruit more women.
  - H. Women should attempt to expand professionally into more fields.
  - J. Women who pioneer in male-dominated fields carry an unusual burden.