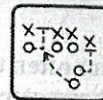


Game Plan

Reading



Quickly Preview the Test Section, but Skip the Directions

Last-minute adjustments to the test format are theoretically (but not practically) possible, so check the test section before you start to work, especially the number of passages, the number of items, and the time limit. And yes, the test-writers always tell you to “read the directions carefully.” But they don’t tell you that you have to read them during the test. Instead, become familiar with them before test day. That way, you won’t waste 30 seconds or more (enough time to answer an item) re-reading directions you are already familiar with.

Personalize the Passage Order

Remember that you don’t have to do the items in the order in which they are presented in the booklet. For some sections, like the math section, doing problems in order (more or less) makes good sense. But in a Critical Reading section with Passages items, it is a sound strategy to make a choice about the order in which you’re going to work through the section. You may decide to do the reading passages in the order presented, or you may want to change the order.

What factors should you consider? First, you may find a topic that seems familiar to you. Of course, you can’t expect that you’ll already know the answers to the items, but familiarity is a definite advantage. Second, you’ll feel more comfortable with some topics than with others. Do you like biology but hate literature or like social science but hate art? Then do the passages with topics that you like first.

Aside from topics, there are some formal characteristics that you can consider. You have both long and short passages. Most students prefer the short passages. And you have single-passages and double-passages, and most students prefer the single-passages.

This sets up the following personalized order for completion of the passages:

1. Choose familiar topics to do first.
2. Otherwise, choose your favorite topics to do first.
3. Choose your second favorite topic to do second, and so on.
4. Otherwise, choose short, single-passages.
5. Otherwise, choose short, double-passages.
6. Otherwise, choose long, single-passages.
7. Last, do long, double-passages.

When you choose your passages, you should number them in the margin of your test booklet. For example, if the section has two short single-passages and two long single-passages, you’ll look first to see whether the topics are helpful. Then, you’ll formulate an order for the remaining passages and number all the passages “1” through “4.”

Read Any Introductory Notes

Many passages, particularly longer ones, will include an introductory note telling you where the passage comes from and maybe some other information. Sometimes, this information is useful for getting a better understanding of the passage. Therefore, before starting on a passage and items, always read any introductory notes.

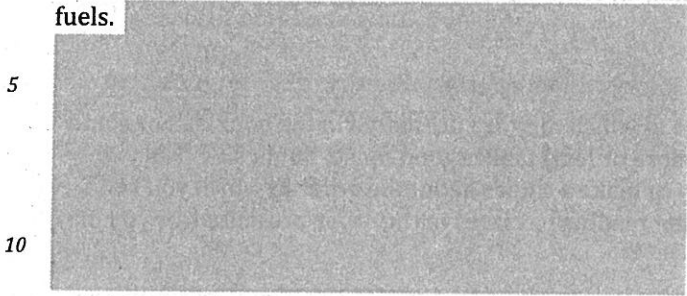
Preview the Passage

Before you begin reading a particular passage, take 15 to 30 seconds to preview key sentences. Key sentences are the first and last sentences of the passage and the first sentence of each paragraph. Why preview? First sentences

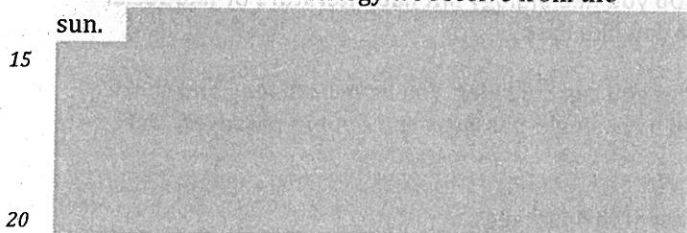
are often topic sentences, so reading a series of topic sentences will tell you what the author is trying to say, and it can give you an outline of the development of the passage. Sometimes, though not always, the last sentence is a conclusion. Note that for short single-paragraph passages, you will probably skip this step.

To see how this can work, preview the following passage about solar energy, in which only the key sentences are visible.

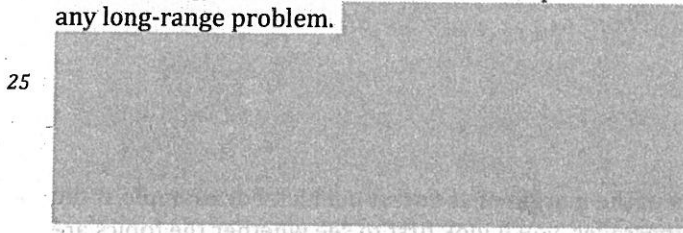
At the present time, 98 percent of world energy consumption comes from sources such as fossil fuels.



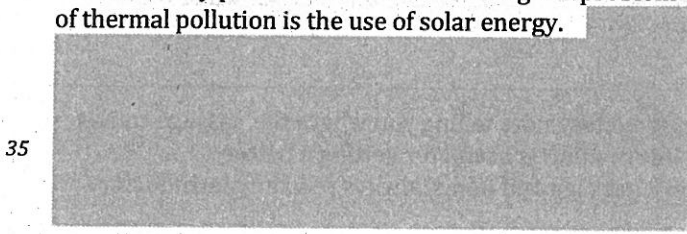
Our energy consumption amounts to about one-tenth thousandth of the energy we receive from the sun.



It is often stated that the growth rate will decline or that energy conservation measures will preclude any long-range problem.



The only practical means of avoiding the problem of thermal pollution is the use of solar energy.



To see what you can learn from just a few sentences, think about these questions:

What's the passage about?

- Gas mileage.
- Space exploration.
- Solar energy.

What is a common attitude about energy conservation?

- That it doesn't work.
- That it might work.
- That it will probably work.

What's the author's view on solar energy?





- It doesn't work.
- It's unnecessary.
- It's absolutely essential.

And the answers are that the passage is about solar energy, which the author believes to be necessary, even though a lot of people think conservation could solve all our problems.

Preview the Item Stems

Additionally, before reading a particular passage, you may find it helpful to preview the item stems, which are presented either as questions or incomplete statements. If a stem mentions a key word or phrase, make a mental note and look for it as you read the selection. See what you would learn from the following items, in which only the item stems are visible.



1. According to the passage, the most important disadvantage of nuclear energy is:

A. 
 B. 
 C. 
 D. 

2. According to the author, shifting climate patterns will have all of the following effects EXCEPT:

F. 
 G. 
 H. 
 J. 

3. The author's attitude toward scientists who deny that average temperatures are rising can best be described as:

A. 
 B. 
 C. 
 D. 

4. Which of the following best describes the main point of the passage?

F. 
 G. 
 H. 
 J. 

Previewing would tell you to look for certain information in your reading. The first stem uses the phrase "most important disadvantage of nuclear energy." So, you know that the passage will discuss disadvantages of nuclear energy. When you find the "most important" one, mark that reference so that you can answer this item.

The second stem tells you that the author discusses "shifting climate patterns," probably in some detail since the passage mentions multiple effects. Each time you find one of the effects, mark it so that when you answer this item you can eliminate those choices that mention such effects. ("EXCEPT" means to look for the one NOT mentioned in the passage.)

The third stem lets you know that the passage discusses average temperatures and a theory advanced by some scientists. If you find that reference in your reading, you'll have the answer to this item.

Finally, the last stem tells you to look for the main idea. That, in and of itself, is not particularly helpful because you're always reading for the main idea—even if you don't get a question that asks about it. So, some stems are not very helpful while others are.

Note that some students may not find this technique useful. Try it, and use it if you like it. Otherwise, do not preview the item stems.

Read the Passage

Keep the following points in mind when reading a passage:

- Read the passage quickly but carefully. You'll probably need about two to three minutes to read a passage. This is about 300 to 350 words a minute.
- Read the passage for important themes. Many of the items will ask about important themes of the passage, such as the main point, the purpose of a particular paragraph, or the author's intention.
- Do not try to memorize details. If you need detailed information, you can always go back to the passage to find it. This is an "open-book" test.
- Pause at the end to summarize your reading. One of the most helpful reading techniques is to summarize in your own words what you have just read. What is the main point? What did the author do in the first paragraph? In the second paragraph? What did the author prove?

Answer the Items

Keep the following points in mind when answering the accompanying items:

- Identify the question being asked. Reading items fall into one of seven categories such as "Main Idea," "Explicit Detail," and "Vocabulary." Specific item-types have characteristic kinds of answers. If you identify the category first, it will be easier to find the right answer. You'll learn more about the seven item-types later in the Reading Lesson.
- Answer the question being asked. One of the most common mistakes made by examinees is to read the item stem carelessly and then answer the "wrong" question. That is, they *respond* to what they think they read rather than what is actually on the page. Since wrong answers often sound plausible, if you make this mistake, you're probably going to find a pretty good answer—to the wrong question.
- Read the answer choices carefully. You'll learn how to recognize the seven Reading item-types and what the correct answer to each should look like. Do this experiment: estimate how many words are in the passage and then how many are in the answer choices. The answer choices are just about as long as the passage itself. That means reading comprehension doesn't stop at the end of the last sentence of the passage. It continues all the way through to the last word of the last answer choice to the last item.
- Pay attention to thought-reversers. Thought-reversers are words in the item stem like "NOT," "BUT," and "EXCEPT." These words turn the question upside down. What is normally the right answer is now a wrong answer, and what is normally a wrong answer is the right answer.
- Do not spend too much time on any one item. Remember that you get +1 for the hardest question and +1 for the easiest. With Reading items, the easiest ones can theoretically be the last in the group and the hardest ones can be the first. So, if you sense that you're spinning your wheels, make a guess and then move along. You should always guess, even if you are unable to eliminate any answer choices, because there is no penalty for guessing on the ACT test. However, your chances improve if you are able to eliminate even one answer choice.

40 questions in 35 mins.

LESSON

The passages and items in this section accompany the in-class review of the skills and concepts tested by the ACT Reading Test. You will work through the items with your instructor in class. Answers are on page 681.

DIRECTIONS: Each passage below is followed by a set of items. Read the passage and choose the best answer for each item. You may refer to the passage as often as necessary to answer the items.

Passage I

Social Science: This passage is excerpted from an essay about the presidential election of 1796 in a history book.

To broaden their voting appeal in the Presidential election of 1796, the Federalists selected Thomas Pinckney, a leading South Carolinian, as running mate for the New Englander John Adams. But Pinckney's Southern friends chose to ignore their party's intentions and regarded Pinckney as a Presidential candidate, creating a political situation that Alexander Hamilton was determined to exploit. Hamilton had long been wary of Adams' stubbornly independent brand of politics and preferred to see his running mate, who was more pliant and over whom Hamilton could exert more control, in the President's chair.

The election was held under the system originally established by the Constitution. At that time, there was but a single tally, with the candidate receiving the largest number of electoral votes declared President and the candidate with the second largest number declared Vice President. Hamilton anticipated that all the Federalists in the North would vote for Adams and Pinckney equally in an attempt to ensure that Jefferson would not be either first or second in the voting. Pinckney would be solidly supported in the South while Adams would not. Hamilton concluded if it were possible to divert a few electoral votes from Adams to Pinckney, Pinckney would receive more than Adams, yet both Federalists would outpoll Jefferson.

Various methods were used to persuade the electors to vote as Hamilton wished. In the press, anonymous articles were published attacking Adams for his monarchical tendencies and Jefferson for being overly democratic, while pushing Pinckney as the only suitable candidate. In private correspondence with state party leaders, the Hamiltonians encouraged the idea that Adams' popularity was slipping, that he could not win the election, and that the Federalists could defeat Jefferson only by supporting Pinckney.

Had sectional pride and loyalty not run as high in New England as in the deep South, Pinckney might well have become Washington's successor. New Englanders, however, realized that equal votes for Adams and Pinckney in their states would defeat Adams; therefore, eighteen electors scratched Pinckney's name from their ballots and deliberately threw away their second votes to men who were not even running. It was fortunate for Adams that they did, for the electors from South Carolina completely abandoned him, giving eight votes to Pinckney and eight to Jefferson.

In the end, Hamilton's interference in Pinckney's candidacy lost him even the Vice Presidency. Without New England's support, Pinckney received only 59 electoral votes, finishing third to Adams and Jefferson. He might have been President in 1797, or as Vice President a serious contender for the Presidency in 1800; instead, stigmatized by a plot he had not devised, he served a brief term in the United States Senate and then dropped from sight as a national influence.

Item-Types

Main Idea

1. The main purpose of the passage is to:
 - A. propose reforms of the procedures for electing the President and Vice President.
 - B. condemn Alexander Hamilton for interfering in the election of 1796.
 - C. describe the political events that led to John Adams' victory in the 1796 Presidential election.
 - D. contrast the political philosophy of the Federalists to that of Thomas Jefferson.

2. Which of the following titles best describes the content of the passage?
 - F. The Failure of Alexander Hamilton's Plan for Thomas Pinckney to Win the 1796 Presidential Election
 - G. The Roots of Alexander Hamilton's Distrust of John Adams and New England's Politics
 - H. Important Issues in the 1796 Presidential Campaign as Presented by the Federalist Candidates
 - J. The Political Careers of Alexander Hamilton, John Adams, and Thomas Pinckney

Explicit Detail

3. According to the passage, which of the following was true of the Presidential election of 1796?
 - A. Thomas Jefferson received more electoral votes than did Thomas Pinckney.
 - B. John Adams received strong support from the electors of South Carolina.
 - C. Alexander Hamilton received most of the electoral votes of New England.
 - D. Thomas Pinckney was selected by Federalist party leaders to be the party's Presidential candidate.

4. According to the passage, Hamilton's plan included all of the following EXCEPT:
 - F. articles published in newspapers to create opposition to John Adams.
 - G. South Carolina's loyalty to Thomas Pinckney.
 - H. private contact with state officials urging them to support Thomas Pinckney.
 - J. John Adams' reputation as a stubborn and independent New Englander.

5. The passage supplies information that answers which of the following questions:
 - A. How many electoral votes were cast for John Adams in the 1796 Presidential election?
 - B. Under the voting system originally set up by the Constitution, how many votes did each elector cast?
 - C. Who was Jefferson's running mate in the 1796 Presidential election?
 - D. What became of Alexander Hamilton after his plan to have Thomas Pinckney elected President failed?

Vocabulary

6. In line 12, the word *pliant* most nearly means:
 - F. assertive.
 - G. public.
 - H. national.
 - J. yielding.

Development

7. Why does the author refer to the election procedure established by the original Constitution?
 - A. To prove to the reader that New England as a whole had more electoral votes than the state of South Carolina
 - B. To persuade the reader that Thomas Pinckney's defeat could have been avoided
 - C. To alert the reader that the procedure used in 1796 was unlike that presently used
 - D. To encourage the reader to study Constitutional history

8. The overall development of the passage can best be described as:
- F. refuting possible explanations for certain phenomena.
 - G. documenting a thesis with specific examples.
 - H. offering an explanation of a series of events.
 - J. making particular proposals to solve a problem.

Implied Idea

9. The passage implies that some electors voted for John Adams because they were:
- A. in favor of a monarchy.
 - B. persuaded to do so by Hamilton.
 - C. afraid South Carolina would not vote for Pinckney.
 - D. anxious to have a President from their geographical region.
10. Which of the following can be inferred from the passage?
- F. Thomas Pinckney had a personal dislike for Jefferson's politics.
 - G. The Federalists regarded themselves as more democratic than Jefferson.
 - H. The Hamiltonians contacted key Southern leaders to persuade them to vote for Adams.
 - J. Electors were likely to vote for candidates from their own geographical region.
11. It can be inferred that had South Carolina not cast any electoral votes for Jefferson, the outcome of the 1796 election would have been a:
- A. larger margin of victory for John Adams.
 - B. victory for Thomas Jefferson.
 - C. Federalist defeat in the Senate.
 - D. victory for Thomas Pinckney.

Application

12. The electors who scratched Pinckney's name from their ballots behaved most like which of the following people?
- F. A newspaper publisher who adds a special section to the Sunday edition to review the week's political events
 - G. A member of the clergy who encourages members of other faiths to meet to discuss solutions to the community's problems
 - H. An artist who saves preliminary sketches of an important work even after the work is finally completed
 - J. A general who orders his retreating troops to destroy supplies they must leave behind so the enemy cannot use the supplies
13. Hamilton's strategy can best be summarized as:
- A. divide and conquer.
 - B. retreat and regroup.
 - C. feint and counterattack.
 - D. hit and run.

Voice

14. The tone of the passage can best be described as:
- F. witty.
 - G. comical.
 - H. scholarly.
 - J. frivolous.
15. The author's attitude toward Hamilton's plan can best be described as:
- A. angry.
 - B. approving.
 - C. analytical.
 - D. regretful.

Passage II

Humanities: This passage is adapted from an essay on citizenship in a philosophy textbook.

The liberal view of democratic citizenship that developed in the seventeenth and eighteenth centuries was fundamentally different from that of the classical Greeks. The pursuit of private interests with as little interference as possible from government was seen as the road to human happiness and progress rather than the public obligations and involvement in the collective community that were emphasized by the Greeks. Freedom was to be realized by limiting the scope of governmental activity and political obligation and not through immersion in the collective life of the *polis*. The basic role of the citizen was to select governmental leaders and keep the powers and scope of public authority in check. On the liberal view, the rights of citizens against the state were the focus of special emphasis.

Over time, the liberal democratic notion of citizenship developed in two directions. First, there was a movement to increase the proportion of members of society who were eligible to participate as citizens—especially through extending the right of suffrage—and to ensure the basic political equality of all. Second, there was a broadening of the legitimate activities of government and a use of governmental power to redress imbalances in social and economic life. Political citizenship became an instrument through which groups and classes with sufficient numbers of votes could use the state's power to enhance their social and economic well-being.

Within the general liberal view of democratic citizenship, tensions have developed over the degree to which government can and should be used as an instrument for promoting happiness and well-being. Political philosopher Martin Diamond has categorized two views of democracy as follows. On the one hand, there is the "libertarian" perspective that stresses the private pursuit of happiness and emphasizes the necessity for restraint on government and protection of individual liberties. On the other hand, there is the "majoritarian" view that emphasizes the "task of the government to uplift and aid the common man against the malefactors of great wealth." The tensions between these two views are very evident today. Taxpayer revolts and calls for smaller

government and less government regulation clash with demands for greater government involvement in the economic marketplace and the social sphere.

Strategies

Five Steps to Approaching Passages

Answer the Items

16. The author's primary purpose is to:

- F. study ancient concepts of citizenship.
- G. contrast different notions of citizenship.
- H. criticize modern libertarian democracy.
- J. describe the importance of universal suffrage.

17. It can be inferred from the passage that the Greek word *polis* (line 13) means:

- A. family life.
- B. military service.
- C. marriage.
- D. political community.

18. The author cites Martin Diamond in the last paragraph because the author:

- F. regards Martin Diamond as an authority on political philosophy.
- G. wishes to refute Martin Diamond's views on citizenship.
- H. needs a definition of the term "citizenship."
- J. is unfamiliar with the distinction between libertarian and majoritarian concepts of democracy.

19. According to the passage, all of the following are characteristics that would distinguish the liberal idea of government from the Greek idea of government EXCEPT:

- A. the emphasis on the rights of private citizens.
- B. the activities that government may legitimately pursue.
- C. the obligation of citizens to participate in government.
- D. the size of the geographical area controlled by a government.

20. A majoritarian would be most likely to favor legislation that would:

- F. eliminate all restrictions on individual liberty.
- G. cut spending for social welfare programs.
- H. provide greater protection for consumers.
- J. lower taxes on the wealthy and raise taxes on the average worker.

Passage III

Humanities: This passage is adapted from an article about John Dewey and his theories of education.

The place of public education within a democratic society has been widely discussed and debated through the years. Perhaps no one has written more widely on the subject in the United States than John Dewey, sometimes called “the father of public education,” whose theories of education have a large social component; that is, he places an emphasis on education as a social act and the classroom or learning environment as a replica of society.

Dewey defined various aspects or characteristics of education. First, it was a necessity of life inasmuch as living beings needed to maintain themselves through a process of renewal. Therefore, just as humans needed sleep, food, water, and shelter for physiological renewal, they also needed education to renew their minds, assuring that their socialization kept pace with physiological growth.

A second aspect of education was its social component, which was to be accomplished by providing the young with an environment that would provide a nurturing atmosphere to encourage the growth of their, as yet, undeveloped social customs.

A third aspect of public education was the provision of direction to youngsters, who might otherwise be left in uncontrolled situations without the steadying and organizing influences of school. Direction was not to be of an overt nature, but rather indirect through the selection of the school situations in which the youngster participated.

Finally, Dewey saw public education as a catalyst for growth. Since the young came to school capable of growth, it was the role of education to provide opportunities for that growth to occur. The successful school environment is one in which a desire for continued growth is created—a desire that extends throughout one’s life beyond the end of formal education. In Dewey’s model, the role of education in a democratic society is not seen as a preparation for some later stage in life, such as adulthood. Rather, education is seen as a process of growth that never ends, with human beings

continuously expanding their capacity for growth. Neither did Dewey’s model see education as a means by which the past was recapitulated. Instead, education was a continuous reconstruction of experiences, grounded very much in the present environment.

Since Dewey’s model places a heavy emphasis on the social component, the nature of the larger society that supports the educational system is of paramount importance. The ideal larger society, according to Dewey, is one in which the interests of a group are all shared by all of its members and in which interactions with other groups are free and full. According to Dewey, education in such a society should provide members of the group a stake or interest in social relationships and the ability to negotiate change without compromising the order and stability of the society.

Thus, Dewey’s basic concept of education in a democratic society is based on the notion that education contains a large social component designed to provide direction and assure children’s development through their participation in their school group.

21. Which of the following best states the main idea of this passage?

- A. The role of education is extremely complex.
- B. Dewey’s notion of education contains a significant social component.
- C. Dewey’s model of education is not relevant today.
- D. Direction provided in education must not be overt.

22. The phrase “a continuous reconstruction of experiences” (lines 48–49) used in reference to education means that education is:

- F. based in life experiences.
- G. a never-ending process.
- H. a meaning-based endeavor.
- J. an individual pursuit.

23. The passage implies that:

- A. true education fosters the desire for lifelong learning.
- B. a truly educated person understands physics.
- C. Dewey was a radical philosopher.
- D. education must cease at some point.

24. The tone of this passage can best be described as:

- F. humorous.
- G. serious.
- H. dramatic.
- J. informal.

Passage IV

Social Science: This passage is adapted from an article on Aleut language and culture.

The Aleuts, residing on several islands of the Aleutian Chain, the Pribilof Islands, and the Alaskan Peninsula, have possessed a written language since 1825, when the Russian missionary Ivan

5 Veniaminov selected appropriate characters of the Cyrillic alphabet to represent Aleut speech sounds, recorded the main body of Aleut vocabulary, and formulated grammatical rules. The Czarist Russian conquest of the proud, independent sea hunters was
10 so devastatingly thorough that tribal traditions, even tribal memories, were almost obliterated. The slaughter of the majority of an adult generation was sufficient to destroy the continuity of tribal knowledge, which was dependent upon oral
15 transmission. Consequently, the Aleuts developed a fanatical devotion to their language as their only cultural heritage.

The Russian occupation placed a heavy linguistic burden on the Aleuts. Not only were they
20 compelled to learn Russian to converse with their overseers and governors, but they had to learn Old Slavonic to take an active part in church services as well as to master the skill of reading and writing their own tongue. In 1867, when the United States
25 purchased Alaska, the Aleuts were unable to break sharply with their immediate past and substitute English for any one of their three languages.

To communicants of the Russian Orthodox Church, knowledge of Slavonic remained vital, as
30 did Russian, the language in which one conversed with the clergy. The Aleuts came to regard English education as a device to wean them from their religious faith. The introduction of compulsory English schooling caused a minor renaissance of
35 Russian culture as the Aleut parents sought to counteract the influence of the schoolroom. The harsh life of the Russian colonial rule began to appear more happy and beautiful in retrospect.

Regulations forbidding instruction in any
40 language other than English increased its unpopularity. The superficial alphabetical resemblance of Russian and Aleut linked the two tongues so closely that every restriction against teaching Russian was interpreted as an attempt to
45 eradicate the Aleut tongue. From the wording of many regulations, it appears that American

administrators often had not the slightest idea that the Aleuts were clandestinely reading and writing in their own tongue or that they even had a written
50 language of their own. To many officials, anything in Cyrillic letters was Russian and something to be stamped out. Bitterness bred by abuses and the exploitations that the Aleuts suffered from predatory American traders and adventurers kept
55 alive the Aleut resentment against the language spoken by Americans.

Gradually, despite the failure to emancipate the Aleuts from a sterile past by relating the Aleut and English languages more closely, the passage of
60 years has assuaged the bitter misunderstandings and caused an orientation away from Russian toward English as their second language, but Aleut continues to be the language that molds their thought and expression.

Item-Type Strategies

Main Idea Clues

25. The author is primarily concerned with describing:
- A. the Aleuts' loyalty to their language and American failure to understand the language.
 - B. Russian and American treatment of Alaskan inhabitants both before and after 1867.
 - C. how the Czarist Russian occupation of Alaska created a written language for the Aleuts.
 - D. American government attempts to persuade the Aleuts to use English as a second language.
26. The author is primarily concerned with:
- F. describing the Aleuts' loyalty to their language and American failure to understand the language.
 - G. criticizing Russia and the United States for their mistreatment of the Aleuts.
 - H. praising the Russians for creating a written language for the Aleuts.
 - J. condemning Russia for its mistreatment of the Aleuts during the Czarist Russian occupation.

27. Which of the following titles best fits the passage?

- A. Aleut Loyalty to Their Language: An American Misunderstanding
- B. Failure of Russian and American Policies in Alaska
- C. Russia's Gift to the Aleuts: A Written Language
- D. Mistreatment of Aleuts During Russian Occupation

Explicit Detail Clues

28. According to the passage, the most important reason for the Aleuts' devotion to their language was:

- F. the invention of a written version of their language.
- G. the introduction of Old Slavonic for worship.
- H. the disruption of oral transmission of tribal knowledge.
- J. the institution of compulsory English education.

Vocabulary Clues

29. In line 19, the word *linguistic* infers relation to:

- A. orthodoxy.
- B. commerce.
- C. language.
- D. laws.

30. In line 34, the word *renaissance* most nearly means:

- F. resurgence.
- G. rejection.
- H. repeal.
- J. reassessment.

31. In line 48, the word *clandestinely* most nearly means:

- A. secretly.
- B. reliably.
- C. openly.
- D. casually.

32. In line 58, the word *sterile* most nearly means:

- F. germ-free.
- G. unproductive.
- H. fortunate.
- J. ill-timed.

33. In line 60, the word *assuaged* most nearly means:

- A. failed.
- B. created.
- C. intensified.
- D. eased.

Development Clues

34. The passage is developed primarily by:

- F. testing the evidence supporting a theory.
- G. describing causes and effects of events.
- H. weighing the pros and cons of a plan.
- J. projecting the future consequences of a decision.

35. The author mentions that the Russians killed the majority of adult Aleuts to:

- A. call attention to the immorality of foreign conquest.
- B. urge Russia to make restitution to the children of those killed.
- C. stir up outrage against the Russians for committing such atrocities.
- D. explain the extreme loyalty that Aleuts feel to their language.

Implied Idea Clues

36. Which of the following statements about the religious beliefs of the Aleuts can be inferred from the passage?

- F. Prior to the Russian occupation they had no religious beliefs.
- G. American traders and adventurers forced them to abandon all religious beliefs.
- H. At no time in their history have the Aleuts had an organized religion.
- J. The Russians forced Aleuts to become members of the Russian Orthodox Church.

37. The passage implies that:

- A. the Cyrillic alphabet was invented for the Aleut language.
- B. all of the Cyrillic characters were used in writing the Aleut language.
- C. Russian and the Aleut language have some similar speech sounds.
- D. English is also written using the Cyrillic alphabet.

Application Clues

38. Distributing which of the following publications would be most likely to encourage Aleuts to make more use of English?

- F. Russian translations of English novels
- G. English translations of Russian novels
- H. An English-Russian bilingual text devoted to important aspects of Aleutian culture
- J. An Aleut-English bilingual text devoted to important aspects of Aleutian culture

Voice Clues

39. The author's attitude toward the Aleuts can best be described as one of:

- A. understanding and sympathy.
- B. callousness and indifference.
- C. condemnation and reproof.
- D. ridicule and disparagement.

Passage V

Prose Fiction: This passage is adapted from the short story "Mrs. Gay's Prescription" by Louisa May Alcott.

The poor little woman looked as if she needed rest but was not likely to get it; for the room was in a chaotic state, the breakfast table presented the appearance of having been devastated by a swarm of locusts, the baby began to fret, little Polly set up her usual whine of "I want sumpin to do," and a pile of work loomed in the corner waiting to be done.

"I don't see how I ever shall get through it all," sighed the despondent matron as she hastily drank a last cup of tea, while two great tears rolled down her cheeks, as she looked from one puny child to the other, and felt the weariness of her own tired soul and body more oppressive than ever.

"A good cry" was impending, when there came a brisk ring at the door, a step in the hall, and a large, rosy woman came bustling in, saying in a cheery voice as she set a flower-pot down upon the table, "Good morning! Nice day, isn't it? Came in early on business and brought you one of my Lady Washingtons, you are so fond of flowers."

"Oh, it's lovely! How kind you are. Do sit down if you can find a chair; we are all behind hand today, for I was up half the night with poor baby, and haven't energy enough to go to work yet," answered Mrs. Bennet, with a sudden smile that changed her whole face, while baby stopped fretting to stare at the rosy clusters, and Polly found employment in exploring the pocket of the newcomer, as if she knew her way there.

"Let me put the pot on your stand first, girls are so careless, and I'm proud of this. It will be an ornament to your parlor for a week," and opening a door Mrs. Gay carried the plant to a sunny bay window where many others were blooming beautifully.

Mrs. Bennet and the children followed to talk and admire, while the servant leisurely cleared the table.

"Now give me that baby, put yourself in the easy chair, and tell me all about your worries," said Mrs. Gay, in the brisk, commanding way which few people could resist.

"I'm sure I don't know where to begin," sighed Mrs. Bennet, dropping into the comfortable seat while baby changed bearers with great composure.

"I met your husband and he said the doctor had ordered you and these chicks off to Florida for the winter. John said he didn't know how he should manage it, but he meant to try."

"Isn't it dreadful? He can't leave his business to go with me, and we shall have to get Aunt Miranda to come and see to him and the boys while I'm gone, and the boys can't bear her strict, old-fashioned ways, and I've got to go that long journey all alone and stay among strangers, and these heaps of fall work to do first, and it will cost an immense sum to send us, and I don't know what is to become of me."

Here Mrs. Bennet stopped for breath, and Mrs. Gay asked briskly, "What is the matter with you and the children?"

"Well, baby is having a hard time with his teeth and is croupy, Polly doesn't get over scarlet fever well, and I'm used up; no strength or appetite, pain in my side and low spirits. Entire change of scene, milder climate, and less work for me, is what we want, the doctor says. John is very anxious about us, and I feel regularly discouraged."

"I'll spend the day and cheer you up a bit. You just rest and get ready for a new start tomorrow; it is a saving of time to stop short now and then and see where to begin next. Bring me the most pressing job of work. I can sew and see to this little rascal at the same time."

Further Use of Reading Strategies

Prose Fiction

40. The phrase "little woman" (line 1) refers to:
- F. Lady Washington.
 - G. a servant.
 - H. Mrs. Bennet.
 - J. Mrs. Gay.
41. When Alcott compares the breakfast table to something "devastated by a swarm of locusts" (lines 4–5), she means:
- A. that it is a mess left by an uncaring mob.
 - B. that children are no more meaningful than insects to Mrs. Bennet.
 - C. to illustrate the horror of Mrs. Bennet's life.
 - D. that the Bennets are pests.
42. Had Mrs. Gay not arrived when she did, the author leads us to suspect that:
- F. Mrs. Bennet would have gone back to bed.
 - G. the children would have continued to cry.
 - H. Mrs. Bennet would have accomplished little all day.
 - J. sickness would have overtaken the entire family.
43. The phrase "rosy clusters" (line 27) refers to:
- A. Mrs. Gay's cheeks.
 - B. Mrs. Bennet's cheeks.
 - C. candies from Mrs. Gay's pockets.
 - D. flowers.
44. In lines 30–35, the author:
- F. reveals Mrs. Bennet's only talent.
 - G. uses the sunny parlor as a symbol of hope.
 - H. contrasts Mrs. Gay's sunniness with Mrs. Bennet's dullness.
 - J. contrasts Mrs. Bennet's plants with her children.
45. When Mrs. Bennet says that she's "used up" (line 63), she means that she:
- A. has no energy.
 - B. is abused.
 - C. is exploited.
 - D. has spent all her money.
46. The word *pressing* (line 71) means:
- F. heavy.
 - G. ardent.
 - H. forceful.
 - J. important.
47. The disposition of Mrs. Bennet's friend is indicated by:
- I. her name.
 - II. her speech.
 - III. her clothing.
- A. I only
 - B. III only
 - C. I and II only
 - D. I and III only
48. The author implies that Mrs. Bennet's real problem is:
- F. her inability to cope.
 - G. a touch of fever.
 - H. the cold winter weather.
 - J. a lack of common sense.
49. Mrs. Gay's primary quality seems to be her:
- A. lethargy.
 - B. anxiety.
 - C. dignity.
 - D. practical nature.



Passage VI

Prose Fiction: This passage is adapted from the memoir series "Old Times on the Mississippi" by Mark Twain that appeared in *Atlantic Monthly*.

At the end of what seemed a tedious while, I had managed to pack my head full of islands, towns, bars, "points," and bends; and a curiously inanimate mass of lumber it was, too. However, inasmuch as I could shut my eyes and reel off a good long string of these names without leaving out more than ten miles of river in every fifty, I began to feel that I could make her skip those little gaps. But of course my complacency could hardly get started enough to lift my nose a trifle into the air, before Mr. Bixby would think of something to fetch it down again. One day he turned on me suddenly with this settler:

"What is the shape of Walnut Bend?"

He might as well have asked me my grandmother's opinion of protoplasm. I reflected respectfully, and then said I didn't know it had any particular shape. My gunpowdery chief went off with a bang, of course, and then went on loading and firing until he was out of adjectives.

I had learned long ago that he only carried just so many rounds of ammunition, and was sure to subside into a very placable and even remorseful old smoothbore as soon as they were all gone. That word "old" is merely affectionate; he was not more than thirty-four. I waited. By and by he said:

"My boy, you've got to know the *shape* of the river perfectly. It is all there is left to steer by on a very dark night. Everything else is blotted out and gone. But mind you, it hasn't the same shape in the night that it has in the daytime."

"How on earth am I ever going to learn it, then?"

"How do you follow a hall at home in the dark? Because you know the shape of it. You can't see it."

"Do you mean to say that I've got to know all the million trifling variations of shape in the banks of this interminable river as well as I know the shape of the front hall at home?"

"On my honor, you've got to know them *better* than any man ever did know the shapes of the halls in his own house."

"I wish I was dead!"

"Now I don't want to discourage you, but..."

"Well, pile it on me; I might as well have it now as another time."

"You see, this has got to be learned; there isn't any getting around it. A clear starlight night throws such heavy shadows that, if you didn't know the shape of a shore perfectly, you would claw away from every bunch of timber, because you would take the black shadow of it for a solid cape; and you see you would be getting scared to death every fifteen minutes by the watch. You would be fifty yards from shore all the time when you ought to be within fifty feet of it. You can't see a snag in one of those shadows, but you know exactly where it is, and the shape of the river tells you when you are coming to it. Then there's your pitch-dark night; the river is a very different shape on a pitch-dark night from what it is on a starlit night. All shores seem to be straight lines, then, and mighty dim ones, too; and you'd *run* them for straight lines, only you know better. You boldly drive your boat right into what seems to be a solid straight wall (you knowing very well that in reality there is a curve there), and that wall falls back and makes way for you. Then there's your gray mist. You take a night when there's one of these grisly, drizzly, gray mists, and then there isn't any particular shape to a shore. A gray mist would tangle the head of the oldest man that ever lived. Well, then different kinds of *moonlight* change the shape of the river in different ways."

50. In line 12, the word *settler* is used to mean:

- F. a pioneer.
- G. a perch on the railing.
- H. a remark that decides the issue.
- J. a humbling problem.

51. When the narrator compares Bixby's question to asking his "grandmother's opinion of protoplasm" (line 15), he means that:

- A. the question is inane.
- B. the speaker is very old.
- C. he does not know the answer.
- D. his grandmother would be able to respond.

52. Comparing the chief to a gun (lines 17–19) points out the chief's:

- F. accuracy.
- G. peppery temper.
- H. love of hunting.
- J. violent past.

53. When Twain writes that Mr. Bixby "carried just so many rounds of ammunition," he means that:

- A. Bixby used a pistol to settle arguments.
- B. Bixby loaded and fired his gun at random.
- C. Bixby was an impossible employer.
- D. Bixby's hot temper would soon subside.

54. The narrator's reaction to Mr. Bixby's insistence on the need to know the river at night is:

- F. despair.
- G. elation.
- H. puzzlement.
- J. anger.

55. In the phrase "pile it on me" (line 44), "it" refers to:

- A. clothing.
- B. information.
- C. the river.
- D. the shoreline.

56. The word *cape* (line 51) means:

- F. cloak.
- G. robe.
- H. peninsula.
- J. waterway.

57. Mr. Bixby is shown to be extremely:

- A. knowledgeable.
- B. rude.
- C. condescending.
- D. fearful.

58. What is the purpose of including the lengthy explanation provided in the last paragraph of the selection?

- I. To show how well Bixby speaks
- II. To show how much a riverboat captain must know
- III. To show the many modes of the river

- F. I only
- G. II only
- H. I and III only
- J. II and III only

59. According to the passage, which of the following is true?

- A. A riverboat should always be within 100 feet of the shore.
- B. On a clear, starlit night, the shoreline is easy to see.
- C. On a pitch-dark night, the pilot cannot discern the curve of the shoreline.
- D. The river's shape gives no hint of underwater snags.