

Mr. Brubaker's 12th Grade Blizzard Bag Activities



1. Day #2
 - a. Complete ACT Practice Questions

Sample English Test Questions: Passage 2

Click on the letter choices to determine if you have the correct answer and for question explanations. An actual ACT English Test contains 75 questions to be answered in 45 minutes.

DIRECTIONS: In the passage that follows, 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 the 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

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and question 14 will ask you to choose where Paragraph 2 should most logically be placed.

My Father's Garden

[1]

When I was a boy growing up in Delhi, India, we had a kitchen garden behind our downstairs apartment. My father was an avid gardener, he still is: and every Saturday morning he would put on his work clothes, pick up his hoe and trowel, and would head out the back door. **3**

[2]

As a ten-year-old, I was supremely unenthusiastic about swinging a hoe in the garden when I could be out playing with my friends. Having tried and failed, my father was unable to make a gardener of me. I had no qualms, of course, about enjoying the results of his labor: the potatoes, squash, cucumbers, and cauliflower that he pursued out of the earth. I would even help him dig out the potatoes or cut a cucumber from its vine. To me, it was much more fun to reap than sowing.

[3]

Many years later, living in an upstairs apartment, I am more often sorry I didn't follow my father out to the garden. I have several indoor plants, but the experience is not the same. The few times that I've helped a friend with yard work has given me the joy of touching the soil with an open palm, to get the earth under my fingernails, of patting down the berm around a newly transplanted sapling. Now that I live far from my father (I live in Iowa on the other side of the world), I wish I'd spend more time with him in the garden.

[4]

My favorite photograph of my father shows him squatting on his heels, trowel in hand, behind a golden heap of onions freshly pulled from the ground. **12** His glowing smile are evidence of his pride in the onions—the proof of his labor and love—and in me, the

photographer, his son. In that photo, his love of the land and his love for me are somehow intertwined, indivisible. It is that same love—love of kin, love of land—that pushes under my fingernails, pushes against my skin, when I thrust my hand into the yielding earth and think that on its far side my father might be doing the same.

1.
 1. **A.** NO CHANGE
 2. **B.** gardener—he still is—
 3. **C.** gardener, he still is—
 4. **D.** gardener and he still is
2.
 1. **F.** NO CHANGE
 2. **G.** picked up his hoe and trowel, and headed
 3. **H.** pick up his hoe and trowel, and head
 4. **J.** picking up his hoe and trowel, and headed
3. If the word *Saturday* were deleted from the preceding sentence, the essay would primarily lose:
 1. **A.** evidence that the father was an avid gardener.
 2. **B.** a detail that changes the meaning of the sentence.
 3. **C.** support for a point made earlier.
 4. **D.** a crucial link to the following paragraph.
4. Which of the choices best emphasizes how much the father wanted his son to share his avid interest in gardening?
 1. **F.** NO CHANGE
 2. **G.** Because of my indifference to his hobby,
 3. **H.** Contrary to this thinking,
 4. **J.** Despite his repeated attempts,
5.
 1. **A.** NO CHANGE
 2. **B.** More important, I had no qualms
 3. **C.** It stands to reason, then, that I certainly would have no qualms
 4. **D.** I had no qualms, as a consequence of it,
6.
 1. **F.** NO CHANGE
 2. **G.** coaxed
 3. **H.** surrendered
 4. **J.** enlisted
7.
 1. **A.** NO CHANGE
 2. **B.** the most fun to reap than to sow.
 3. **C.** much more fun to reap than to sow.
 4. **D.** the most fun reaping than if I'd had to sow.
8. The best placement for the underlined portion would be:
 1. **F.** where it is now.
 2. **G.** after the word *sorry*.
 3. **H.** after the word *follow*.
 4. **J.** after the word *garden* (ending the sentence with a period).
- 9.

1. **A.** NO CHANGE
 2. **B.** have given
 3. **C.** has gave
 4. **D.** have gave
- 10.
1. **F.** NO CHANGE
 2. **G.** with getting
 3. **H.** of getting
 4. **J.** got
- 11.
1. **A.** NO CHANGE
 2. **B.** wished I had spent
 3. **C.** wish I had spent
 4. **D.** wish to have spent
12. At this point, the writer is considering adding the following true statement:
- I have many photo albums, and each one includes pictures of my father in various poses.
Should the writer make this addition here?
1. **F.** Yes, because it informs the reader that the photograph he describes in the preceding sentence is not the only one he has of his father.
 2. **G.** Yes, because it informs the reader that the writer is more than an amateur photographer.
 3. **H.** No, because it contradicts the writer's claim that the photograph he describes in the preceding sentence is one he also treasures.
 4. **J.** No, because it distracts the reader from the main focus of the paragraph and does not logically fit at this point in the essay.
- 13.
1. **A.** NO CHANGE
 2. **B.** is
 3. **C.** were
 4. **D.** OMIT the underlined portion.
- Questions 14 and 15 ask about the preceding passage as a whole.
14. For the sake of the logic and coherence of the essay, Paragraph 2 should be placed:
1. **F.** where it is now.
 2. **G.** before Paragraph 1.
 3. **H.** after Paragraph 3.
 4. **J.** after Paragraph 4.
15. Suppose the writer had intended to write a brief essay showing how a value he holds as an adult is very different from what he felt as a child. Would this essay successfully fulfill the writer's goal?
1. **A.** Yes, because the essay shows how the writer came to value gardening when this was something he had not appreciated as a child.
 2. **B.** Yes, because the essay shows that as an adult the writer finally learned to value his father's ability to be a good parent, when as a child he had not done so.
 3. **C.** No, because the focus of the essay is on the writer's father's values and not on the values of the writer himself.
 4. **D.** No, because the essay is not about values; rather, it is about one man's avid interest in backyard gardening.