

The ACT Assessment English Test

Analyzing the ACT Assessment English Test

QUESTIONS, ANSWERS, AND ANALYSES

The next pages contain a portion of a typical ACT Assessment English Test passage along with several sample questions. Each paragraph is followed by a discussion of the related questions and answers.

Many communities around the country are debating whether or not to enact helmet laws for (1) bicyclists, these laws would require riders to wear helmets while riding on public roads. As a result, riders of all ages are expressing clear opinions about the issue.

1. A. NO CHANGE
B. bicyclists. These
C. bicyclists; and these
D. bicyclists these

Answer: The correct answer is B. This is a question about sentence structure and punctuation.

Analysis: Option B corrects the comma splice in the underlined portion by breaking the two independent clauses into two sentences.

- ☐ Option A is incorrect because it allows the comma splice to stand.
- ☐ Option C is incorrect because a coordinating conjunction is not necessary when a semicolon is used to connect two independent clauses.
- ☐ Option D results in a fused sentence, another grammatical taboo.

Many adult bicyclists feel that their right to make personal decisions (2) are infringed upon by the law. They feel that, as adults, they should be free to decide when and if they need to wear a helmet. They object to the possibility

2. F. NO CHANGE
G. being
H. was
J. is

Answer: The correct answer is J. This is a question about usage.

Analysis: Option J is the only form of the verb that matches the subject in number and keeps the paragraph in the present tense.

- ☐ Option F is incorrect because are does not agree in number with the singular subject right.
- ☐ Option G is incorrect because being is not a verb but a participle; its use would result in a fragment.
- ☐ Option H is incorrect because the composition employs the present tense throughout.

of being ticketed by a (3) cop merely for having their heads exposed. Many adults who feel this way, however, also understand that requiring young cyclists to wear helmets makes sense. 4

3. A. NO CHANGE
B. policeman
C. police officer
D. police

Answer: The correct answer is C. This is a question about style.

Analysis: Option C is the only option that matches the tone of the essay and follows the conventions of standard English usage.

- ☐ Option A is incorrect because the word cop is too slangy for the relatively formal tone of the essay.
- ☐ Option B is incorrect because the police comprise both male and female officers.
- ☐ Option D is incorrect because police, in standard usage, refers collectively to all police officers or to a police department, not to a single officer.

4. Assuming all of the following sentences are true, which would most logically serve as the final sentence in the paragraph?

- | | |
|--|---|
| F. These are the same types who object to seatbelt laws for automobile operators. | H. Some people advocate bicycle safety training for all young bicyclists. |
| G. They understand the need to protect youngsters until they are old enough to make their own decisions. | J. These people evidently have no sense of the inherent hypocrisy in their arguments. |

Answer: The correct answer is G. This is a writing-strategies item. Unlike the previous items, this item includes a particular question and does not refer to an underlined portion of text but to the boxed number 4, which appears at the end of the paragraph.

Analysis: Option G is the only choice that follows logically from the preceding sentence without violating the overarching idea of the paragraph or the purpose of the essay.

- ☐ Option F is a poor choice because it makes a rather broad claim that has no logical connection to the sentence before it and seems out of step with the evenhanded tone of the essay.
- ☐ Option H is incorrect because although it connects to the preceding sentence, it makes an unnecessary departure from the paragraph's focus.
- ☐ Option J is an inappropriate choice because its hostile tone is out of step with the essay's balanced perspective.

(5) Furthermore, supporters of the laws point to the effectiveness of seatbelt laws in saving lives and preventing injuries in automobile accidents. They point out that accidents involving bicycles and cars almost always have worse results when the cyclists do not wear helmets. They argue that the cost to the community in helping helmetless riders recover from accidents is too great and that the benefits of preventing head injuries in cyclists offset any infringement of personal rights.

5. A. NO CHANGE
B. Consequently,
C. Nevertheless,
D. In contrast,

Answer: The correct answer is D. This is an organization question.

Analysis: Option D is the only option that accurately reflects the basic comparison-contrast structure of the essay.

- ☐ Option A (the transition Furthermore) suggests that the subsequent text will consist of an elaboration on the preceding text.
- ☐ Option B (Consequently) suggests that the effect of the preceding paragraph is about to be described.
- ☐ Option C (Nevertheless) suggests that an unexpected twist on the topic in the previous paragraph is about to be discussed

Question 6 refers to the passage as a whole.

6. Suppose the writer's purpose is to persuade readers to adopt the helmet laws. Does the essay in its current state fulfill this purpose?
- | | |
|--|---|
| F. Yes; the writer explicitly takes a pro-helmet position in the first paragraph. | H. No; the writer fails to support the pro-helmet position with sound evidence. |
| G. Yes; the writer uses emotional language to advocate subtly for the pro-helmet camp. | J. No; the writer presents a balanced overview of both sides of the debate. |

Answer: The correct answer is J. This type of "passage-as-a-whole" question appears at the end of some, but not all, question sets.

Analysis: Since Option J most accurately describes the essay, the writer would have to make substantial revisions to change the essay from an informative to a persuasive one.

- ❑ Option F is a false statement; nowhere does the writer take an explicit pro-helmet position.
- ❑ Option G is also false. Throughout the essay the writer's language is balanced and unemotional.
- ❑ Option H is incorrect. The writer does not support a pro-helmet position because no such position has been taken.

Strategies for Responding to ACT Assessment English Test Items

The following strategies can help you succeed on the English test portion of the ACT.

- ❑ The ACT Assessment English Test consists of five passages, each followed by 15 questions. You have 9 minutes to complete each passage and its question set. Plan to spend a minute or two skimming the entire passage before you begin answering questions (because some questions require you to consider the essay's overall tone or the context of a word or phrase). Then you will have about 30 seconds to answer each question.
- ❑ Before answering a question, even a seemingly simple item involving one underlined word, read a sentence or two beyond the item. For example, to correctly answer an item involving an underlined verb, you may need to take into account the verb tense of the paragraph as a whole to determine whether the verb's tense is correct.
- ❑ Always check to see whether there is a question associated with an underlined item. Be on the lookout for capitalized words such as EXCEPT, NOT, and LEAST in question stems, because in some cases your task may be to identify the least appropriate substitute for the underlined passage.
- ❑ Keep in mind that in most cases there is no question associated with an item number. For these items your job is to identify the best substitute for the underlined passage or select NO CHANGE if the passage is correct as is.
- ❑ When selecting a substitute for an underlined portion of text, read the sentence (and the subsequent sentence) with your answer choice in place before making your final selection.
- ❑ When a usage or mechanics question appears in the same sentence as a rhetorical-skills question, answer the usage/mechanics question first, even it comes second in the number order.
- ❑ Remember that some passages have a deliberately informal tone; in answering questions about style, don't assume that the correct answer is the most formal one.

Preparing for the ACT
The ACT Assessment English Test**PRACTICE**

DIRECTIONS: In the following four passages, words and phrases are numbered and underlined. In the right-hand column are numbered items matching the numbers in the text, each followed by four alternatives to the underlined text. For most items, your task is to choose the response that corrects an error in usage or mechanics, represents a better expression of the underlined text, or improves the style or tone of the underlined text. In these types of questions, the first option is always "NO CHANGE." In some cases, you will be asked a question about the underlined text. Other questions, sometimes identified by a boxed number, will ask you about a paragraph or the passage as a whole. Because some questions require you to take in the entire context of the passage, you should read through the whole passage once before you begin marking your answers.

PASSAGE I**Queen Bees and Worker Bees****[1]**

Fairy tales and movies have shaped our ideas of what a queen's existence is (1) like but for the queen honeybee, life can be quite tedious. The queen bee, like a human queen, does get the best food and has hundreds of attendants to groom and provide for her, (2) unless her life is extremely restricted.

[2]

(3) Talk about a gilded cage. The queen never leaves the hive she was born in except to

relocate to another (4) hive when a new queen is about to emerge. When this happens, the mother queen takes flight. However, she hardly gets to enjoy the fresh air as thousands of worker bees and up to a thousand drones surround her in a

1. A. NO CHANGE
B. like, but for the queen honeybee,
C. like but, for the queen honeybee
D. like, but for the queen, honeybee
2. F. NO CHANGE
G. until
H. therefore,
J. but
3. Which choice is the most appropriate first sentence for paragraph 2?
A. NO CHANGE
B. The hive is like a really small castle whose monarch is always female.
C. One way in which the queen is restricted is in her movements.
D. Honeybees are model social animals.
4. F. NO CHANGE
G. hive; when
H. hive. When
J. hive which is when

The ACT Assessment English Test: Practice, continued

swarm designed (5) not only to be protective of her and also to be her escort to the new location.

[3]

(6) Once established in the new hive, the queen continues to spend every day of her adult

life laying eggs that (7) produces worker bees, drones, and eventually a successor—a new queen. The queen bee is the only female capable

of producing (8) eggs being why she is so valuable to the hive. The average queen bee can produce an egg every thirty seconds—up to 2,500 eggs per day—and (9) living up to eight years.

[4]

(10) Most of the bees that emerge from the eggs the queen lays will be worker bees. Worker bees are females that cannot reproduce. These bees live only about six weeks but are responsible for doing all the tasks that keep the

5. A. NO CHANGE
B. not only to be protective of her but also to be her escort
C. to be protective of her and escort her
D. to protect her and escort her

6. F. NO CHANGE
G. Since she establishes herself
H. First, she establishes herself
J. Although she is established

7. A. NO CHANGE
B. will produce
C. produced
D. had produced

8. F. NO CHANGE
G. eggs which are why
H. eggs, being why
J. eggs, which is why

9. A. NO CHANGE
B. live
C. can have lived
D. was living

10. F. NO CHANGE
G. Being in the majority of the bees born from the eggs laid by the queen are the worker bees.
H. Born from the eggs that the queen lays, worker bees form the largest portion of the bees.
J. Emergent from the queen's eggs are mainly the bees designated as workers.

The ACT Assessment English Test: Practice, continued

hive viable. (11) Be careful around them, because they can sting. They collect food—nectar, pollen, and honeydew—from nearby flowers and plants. And of course, they cater to the queen. One of the tasks in caring for the

queen is to produce royal jelly. (12) A thick, white, oily substance that is rich in protein, worker bees produce it in their glands and it is reserved for the queen bee and the young larvae that may become queens. [13, 14]

11. In this paragraph, the writer intends to list some of the tasks of the worker bees. This sentence should represent the first task. If all of the options are true, which choice would best fulfill the writer's intention?
- A. NO CHANGE
 - B. They build and repair the hive with a waxy substance that forms on their abdomens.
 - C. Without worker bees, the hive could not function.
 - D. Unlike honeybees, bumblebees do not have the ability to sting.
12. F. NO CHANGE
- G. Produced in the glands of worker bees is a thick, white substance that is rich in protein and which
 - H. A thick, white, oily substance that is rich in protein, royal jelly is produced in the glands of worker bees and
 - J. Royal jelly is produced in the glands of worker bees, a thick, white substance that is rich in protein and
13. During the revision process, the writer remembers to add to paragraph 4 a sentence expressing an important piece of information: They produce honey. After which sentence would this new sentence be most logical?
- A. the first
 - B. the second
 - C. the fifth
 - D. the last
14. In some ways paragraph 4 departs from the essay's focus on the queen honeybee. How can the writer bring paragraph 4 back to the essay's main focus?
- F. Revise the beginning of the paragraph to emphasize the queen bee's preeminent role in the worker bees' existence.
 - G. Add this sentence: Another job of the workers is to keep the hive at a constant temperature of 93°F (34°C).
 - H. Change the entire focus of the paragraph to deal with the drones instead of the worker bees.
 - J. Move paragraph 4 to follow the introduction.

The ACT Assessment English Test: Practice, continued

Question 15 refers to Passage I as a whole.

15. Which characteristic feature of a conventional expository essay does this composition lack?

A. an attention-grabbing beginning
B. a relatively formal tone
C. third-person point of view
D. a concluding paragraph

Passage II

After the Flood

[1]

It was still dark outside when the van pulled up in front of the school to collect a dozen sleepy teenagers. We had volunteered to help rebuild a house (16) being devastated by flooding last spring. Wearing old jeans and sweatshirts that would soon become grubby with sawdust, (17) the van was soon loaded with us students and with our art teacher, Mr. Pelosi.

[2]

As we fumbled for seats, Mr. Pelosi thanked us for showing up and (18) promised that there would be breakfast at the site. In the meantime, he wanted to review our work for the day. Mr. Pelosi shouted over the noise of the bus, “Thanks to help from local businesses and volunteers like you, the flooded houses will get rebuilt over the next couple of weeks. Families (19) who’s lost everything will get their houses back (20) on time for Thanksgiving.” A cheer

16. F. NO CHANGE
G. been
H. that had been
J. which has been
17. A. NO CHANGE
B. we piled into the van
C. we were piling into the van
D. soon the van was loaded with us students and
18. F. NO CHANGE
G. promising that there would be
H. promised that there will be
J. promising that there will be
19. A. NO CHANGE
B. whose
C. whom
D. who
20. F. NO CHANGE
G. on time by
H. in time for
J. in time with

The ACT Assessment English Test: Practice, continued

(21) rised from the back of the van.

21. A. NO CHANGE

B. arose

C. risen

D. raised

[3]

(22) When we got to the site I was

22. F. NO CHANGE

G. When we got to the site.

H. When we got to the site;

J. When we got to the site,

(23) discouraged to see only a square, white concrete foundation in the middle of a muddy lot. There was still so much to do. As we picked

23. Three of the choices suggest that the narrator experienced dismay upon first seeing the construction site. Which choice does NOT carry that connotation?

A. NO CHANGE

B. surprised

C. crestfallen

D. disappointed

up our safety gear and hammers, (24) a man explained how to use a tool called a level.

24. Assuming that all of the options below are true, which would be the most appropriate in terms of maintaining a consistent tone and adding narrative detail?

F. NO CHANGE

G. someone

H. a gruff older man named Chico

J. an old crank name of Chico

It was a bar with a liquid-filled tube in the center. [25] When the level was placed against something perfectly vertical or horizontal, the bubble lined up exactly between two lines. Hillie and I hammered away for what seemed like hours.

25. At this point the writer wants to add a sentence that helps improve the coherence of the paragraph. Which option below is the best choice?

A. Inside the tube was a little oval bubble.

B. This man did not seem accustomed to explaining how things worked.

C. There was a thing in the middle that wobbled.

D. Other tools on the site included a circular saw and a nail gun.

The ACT Assessment English Test: Practice, continued

When we finished, our arms were sore, (26) and we had built the frame for a whole wall, and it was perfectly level.

[4]

Once the bus was headed toward the site, Mr. Pelosi reminded us of some safety tips. (27) Helmets should always be worn by us while on-site and safety goggles when using any tools, including hammers. Then he divided us up into teams. My friend Hillie and I were on the blue team. We had hoped to be able to use some cool electric tools; (28) instead we would be

hammering pieces of wood together to make a frame. [29]

[5]

Since that day, other crews have finished the framing. The blue team is scheduled to install the sheetrock. [30]

26. F. NO CHANGE
G. but
H. so
J. after
27. A. NO CHANGE
B. While on-site, helmets should always be worn by us
C. Helmets while on-site should always be worn by us
D. We should always wear helmets while on-site
28. F. NO CHANGE
G. in addition,
H. nevertheless,
J. and
29. Given the narrative structure of the composition, which would be the best placement of paragraph 4?
A. NO CHANGE
B. after paragraph 1
C. after paragraph 2
D. after paragraph 5
30. Assuming one of this composition's goals is to reveal the personal significance of an experience, which of the following closing sentences would best help the writer achieve that goal?
F. Even if that involves a lot of dust and no power tools, I'll take pride in doing my part.
G. I don't know whether that same man will be there to help next time or not.
H. Sheetrock is a plaster-based material used for walls.
J. I don't know whether the family will be able to move in on schedule or not.

The ACT Assessment English Test: Practice, continued

Passage III

The Art of Kabuki

[1]

Kabuki is considered one of Japan's most (31) treasured and cherished forms of theater, but it has its origins in street theater and was nearly outlawed twice. Kabuki is a stylized brand of theater that (32) feature lavish costumes, mime, choreographed dance movements, and traditional music performed on stringed instruments, flutes, and drums. Kabuki plays are (33) based on: historical events, folk tales, and original stories about doomed love affairs, often between people of different classes. Some plays are epic in (34) scope, while others feature a single character undergoing a personal and emotional transformation.

[2]

(35) Near a shrine, (36) the female dancer and Buddhist priestess, Okuni, staged the first kabuki performance in the early seventeenth century in a ravine. Before then, Japanese

31. All of the following options contain unnecessary repetition EXCEPT
- A. NO CHANGE
 - B. customary and traditional
 - C. traditional and cherished
 - D. cherished and beloved
32. F. NO CHANGE
- G. features
 - H. featured
 - J. featuring
33. A. NO CHANGE
- B. based on—historical events
 - C. based, on historical events
 - D. based on historical events,
34. Each of the following is an acceptable substitute for the underlined words EXCEPT
- F. scope, but others
 - G. scope, although others
 - H. scope; therefore, others
 - J. scope; others, however,
35. The best place for the underlined phrase would be
- A. NO CHANGE
 - B. after the phrase in a ravine.
 - C. after the word Okuni.
 - D. after the word performance.
36. F. NO CHANGE
- G. the female, dancer, and Buddhist priestess, Okuni
 - H. the female dancer and Buddhist priestess Okuni
 - J. the female dancer, and, Buddhist priestess, Okuni

The ACT Assessment English Test: Practice, continued

theater was performed solely for the nobles in the royal court. Those plays, called Noh, (37) was highly stylized retellings of Japanese myths that focused on fate and the interference of angry gods in the lives of nobles. [38]

[3]

By the mid-1600s, kabuki (39) has become so popular among the working class that the

Japanese nobility decided to intervene. (40) The first step taken by the Japanese nobility was to ban women from performing. Kabuki survived when young male actors took on the women's roles. Later, the government objected to the

content of the plays, (41) which often showed the nobility in a bad light. Again, kabuki

37. A. NO CHANGE
B. OMIT the underlined word.
C. being
D. were
38. Assuming all of the options are true, which of the following options represents the best closing for paragraph 2?
- F. NO CHANGE
G. Kabuki was a theatrical form for the common people, and workers and merchants regularly attended the outdoor performances.
H. Atsumori, a well-known play of the Noh genre, is about a warrior's ghost returning to the site of his last battle.
J. Kabuki programs sometimes run from morning until evening, with audience members coming and going throughout the day.
39. A. NO CHANGE
B. become
C. is becoming
D. had become
40. F. NO CHANGE
G. Their first step
H. The initial salvo launched by the upper crust of the Japanese aristocracy
J. First, they
41. A. NO CHANGE
B. that
C. who
D. OMIT the underlined word.

The ACT Assessment English Test: Practice, continued

survived (42) as other sources were turned to by its playwrights, including popular puppet shows, for their material. With these changes in place, kabuki continued to develop as an art form and eventually became a highly respected tradition.

[4]

[43] Details, including even the tiniest movements and expressions of the actors, are steeped in tradition. A kabuki actor may spend his entire career studying and perfecting one

role that he performs (44) over and over; innovation, however, is rarely rewarded in kabuki. Today audiences cherish the actors' ability to re-create a play exactly as it was performed hundreds of years ago.

Question 45 deals with the essay as a whole.

45. Suppose that one of the writer's goals is to compare kabuki and Noh theater. Does this essay accomplish that goal?

- A. Yes, because the second paragraph discusses the different audiences for Noh and kabuki.
- B. Yes, because the entire essay implicitly distinguishes between kabuki theater and Noh drama.

42. F. NO CHANGE

- G. as its playwrights turned to other sources, including
- H. and other sources were turned to by its playwrights that included
- J. its playwrights turned to other sources, including

43. Assuming all of the following sentences are true, which would be the most effective opening sentence for paragraph 4?

- A. Over the centuries, kabuki became so respected that the plays today are almost set in stone.
- B. Sometimes kabuki audiences are surrounded on three sides by stages.
- C. The word kabuki, in Japanese, is composed of three characters signifying song, dance, and skill.
- D. Traditional kabuki plays have moral elements that stress the reward of virtue and the punishment of vice.

44. F. NO CHANGE

- G. over and over, innovation, however,
- H. over and over; innovation however,
- J. over and over, innovation however

The ACT Assessment English Test: Practice, continued

Passage IV

A Visit to Gettysburg

I (46) was feeling miserably trudging behind my parents in the humid heat of Gettysburg, Pennsylvania, last summer. We were on a family outing to a historical place, something my parents insist is important. We had taken bus tours around the Civil War battlefield. The battle of Gettysburg, I learned, was actually several battles that (47) took place over three days in July 1863. Together, the battles represented an

important (48) showdown. Because the Confederate forces from the South hoped to push through into the North, but the Union forces managed to fend them off. The South never made it any farther north than Gettysburg after that. (49) That's why, the battles there were considered the turning point in the war, although the war would continue for almost two more years.

The Parks Department has done a (50) real good job of making the landscape look the way

it must have in (51) 1863. Since the late 1800s, though, hundreds if not thousands of stone statues and memorials have been erected all

46. F. NO CHANGE
G. felt miserably
H. was feeling miserable
J. is feeling miserable
47. A. NO CHANGE
B. took place by
C. taken place on
D. took place of
48. F. NO CHANGE
G. showdown, so
H. showdown; because
J. showdown, because
49. A. NO CHANGE
B. As a result,
C. Since that day,
D. However,
50. F. NO CHANGE
G. really
H. very
J. OMIT the underlined portion
51. All of the following are acceptable substitutes for the underlined portion EXCEPT
A. 1863. Since the late 1800s, however,
B. 1863, although since the late 1800s,
C. 1863, but since the late 1800s,
D. 1863. Likewise, since the late 1800s,

The ACT Assessment English Test: Practice, continued

over the battlefields to (52) commemorate and remember each and every battalion's contribution to the fight. Some are beautiful with mournful-looking young soldiers. Others are typical heroic statues of generals on huge horses, hooves reared as if about to charge into battle. I have to say that these statues did not (53) float my boat. 54

Then my family entered the National Cemetery. About 51,000 soldiers were killed during the battles of Gettysburg, and most (55) is buried in the cemetery.

52. F. NO CHANGE
G. commemorate each
H. commemorate and memorialize every last
J. memorialize and remember every
53. Which of the choices below is most appropriate for the clarity and tone of the composition?
A. NO CHANGE
B. flip my wig
C. move me very much
D. effectuate an emotional response, either conscious or unconscious
54. Which of the following is the most logical closing sentence for this paragraph?
F. Still others are geometric with symbols, dates, and names carved into the sides.
G. They seemed old-fashioned and quaint, and the battles seemed far removed from my life.
H. We made plans to eat lunch at the nearest restaurant as soon as the tour was over.
J. OMIT any additional sentence; no further elaboration is needed.
55. A. NO CHANGE
B. has been
C. are
D. was

The ACT Assessment English Test: Practice, continued

(56) When you walk through the grounds, all you can see are rows and rows of grave markers, many of which are labeled only "Unknown." Thousands

of young people hardly (57) older than me had given their lives to preserve the United States—and many can't even be identified by name.

That (58) realization simply took my breath away, and at last I understood why my parents

insisted (59) on coming here. They hoped to teach me a valuable lesson about life and

history, and (60) it did.

56. To maintain consistency within the composition, how should the writer revise the underlined portion?
- F. NO CHANGE
- G. Walking through the grounds, all you can see are
- H. When you walk through the grounds, all we could see was
- J. As we walked through the grounds, all we could see were
57. A. NO CHANGE
- B. older then me had given
- C. older than I was had given
- D. older than me be giving
58. All of the following are acceptable substitutes for the underlined word EXCEPT
- F. skepticism
- G. dawning
- H. insight
- J. awareness
59. A. NO CHANGE
- B. in
- C. with
- D. OMIT the underlined term.
60. F. NO CHANGE
- G. they
- H. he
- J. them

**THE ACT ASSESSMENT
ENGLISH TEST, PP. 116–127**

1. B—run-on sentence
2. J—logical transition
3. C—writing strategies; logical transition
4. F—punctuation in complex sentence
5. D—clarity
6. F—logical transition
7. B—verb tense
8. J—relative clause
9. B—verb form
10. F—clarity
11. B—writing strategies
12. H—misplaced modifier
13. C—logical order
14. F—unity and coherence
15. D—writing strategies
16. H—verb form
17. B—dangling modifier
18. F—verb tense
19. D—pronoun usage
20. H—idiom
21. B—*rise/raise* confusion
22. J—punctuation
23. B—word choice
24. H—writing strategies
25. A—coherence
26. G—logical transition
27. D—passive voice
28. F—logical transition
29. C—logical organization
30. F—writing strategies
31. C—unnecessary repetition
32. G—S-V agreement
33. D—punctuation
34. H—logical transition
35. B—placement of modifiers
36. H—restrictive appositive
37. D—S-V agreement
38. G—unity
39. D—verb tense
40. G—wordiness
41. A—pronoun usage
42. G—passive voice
43. A—unity
44. F—punctuation
45. C—writing strategies
46. H—predicate adjective
47. A—idiom
48. J—sentence fragment
49. B—logical transition, punctuation
50. J—wordiness
51. D—logical transitions
52. G—wordiness

53. C—word choice
54. G—unity
55. C—S-V agreement
56. J—consistent point of view
57. C—case
58. F—word choice
59. A—idiom
60. G—P-A agreement

**THE ACT ASSESSMENT READING
TEST, PP. 135–146**

1. A—determine main idea
2. J—make generalizations
3. B—analyze cause and effect
4. H—analyze author's aims and techniques
5. A—analyze cause and effect
6. F—make generalizations
7. D—identify sequence
8. F—make generalizations
9. B—analyze compare-contrast relationships
10. F—make generalizations
11. B—identify and understand details
12. J—use context clues
13. A—analyze compare-contrast relationships
14. H—identify and understand details
15. B—understanding author's aims and techniques
16. F—identify and understand details
17. A—identify sequence
18. J—analyze cause and effect
19. C—understanding author's aims and techniques
20. H—make generalizations
21. B—identify and understand details
22. F—identify and understand details
23. A—use context clues
24. J—determine main idea
25. C—analyze compare-contrast relationships
26. G—analyze cause and effect
27. D—make generalizations
28. G—determine main idea
29. B—use context clues
30. H—understand author's aims and techniques
31. D—determine main idea
32. F—identify and understand details
33. C—use context clues
34. F—analyze cause and effect
35. B—analyze cause and effect
36. H—make generalizations
37. D—analyze compare-contrast relationships
38. G—identify and understand details
39. A—use context clues
40. J—understand author's aims and techniques