

The 1 ACT Preparation Guide

Clear Expectations...
Clear Results



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Welcome

The ACT is an important part of the college admissions process. One of the essentials of our ACT preparation process is to prepare students for college readiness for collegiate instruction. The ACT is not an intelligence test. The ACT does not measure intelligence. The ACT measures a certain knowledge base and skill with the areas tested. ***The ACT is “scalable,” meaning that you can improve your ACT scores if you work on gaining the knowledge and acquiring the skills that are tested.*** Our approach is aimed at promoting ACT mastery – gradually build your skills to mastery level in each ACT subject area.

Colleges want to ensure that the students accepted into their respective colleges/universities will be able to succeed academically. As part of the acceptance process, admissions officers carefully look at your overall high school GPA, the single best predictor of success in college and beyond. Nevertheless, GPA's are not created equal when it comes to comparing students from different backgrounds and demographics. With that said, Colleges look to another efficient measure that is standardized, identical for all students; that's where the ACT factors in. Strong ACT scores increases the confidence of admissions officers that you have what it takes to succeed in college.

The ACT score is deeply important to the college admissions process. Strong ACT scores significantly increases your chances of winning and being awarded valuable scholarships. Higher ACT scores increase the likelihood of receiving merit-based scholarships. ACT scores are a factor in merit scholarships and awards based on academic achievement. Higher scores can increase a student's desirability in the eyes of financial aid officers.

Every year, over one million students take the ACT. This is your time! This is your time to put in the practice and preparation to see how high you can score – improve your ACT score. ***The 1 ACT Preparation Guide*** was designed to provide intensive practice in a strategic and efficient way to improve your scores, specifically on the English, Math, and Reading sections. Succeeding on the ACT requires commitment, effort, and the appropriate resources. All the essential strategies needed for success are now in your hands. Because you have this book, we take it that you made the decision to boost your ACT score.

The last section of this book is where you will find two (2) full-length ACT Tests with detailed answer explanations. Please take a pre-test to gain an understanding of which skills you already understand as well as to determine which skills will require additional/intense work. This pre assessment is an essential part of learning where you are so that you can improve your Score every step of the way. Everything you need to help achieve a high score is in this book.

ENJOY THE JOURNEY TOWARD POST-SECONDARY SUCCESS!

Essential Questions- **Success is in the Action Plan**

Why do you want a high ACT score?

1

2

How many questions do you need to answer correctly in order to score a 26 or higher on the English section of the ACT?

3

How many questions do you need to answer correctly in order to score a 26 or higher on the Math section of the ACT?

4

How many questions do you need to answer correctly in order to score a 26 or higher on the Reading section of the ACT?

5

How many questions do you need to answer correctly in order to score a 26 or higher on the Science section of the ACT?

*See Setting Goals for the Score You Want Charts.

See Setting Goals for the Score You Want Charts.

What are your top three Colleges/Universities of choice?

1

What is your desired field of study? _____

2

Major? _____ Minor? _____

3

What are the ACT Score Requirements for Full Scholarships at these Colleges/Universities?

English ____ Math ____ Reading ____ Science ____ Writing ____ Composite ____



Conceptual Framework

The Lucid Prep students who desire higher ACT scores; he or she will become well-versed with the ACT content and structure. A general knowledge of English, Math, Reading, Science, and Writing concepts will only take a student so far. However, there is a handful of testing strategies – both universal and ACT specific – that will indeed facilitate the testing process, but solid comprehension of the ACT content is undeniably essential for a high ACT score.

What exactly is ACT content? There is a lot, but Lucid Prep students who develop an intelligent ACT study plan will handle it accordingly. To begin, students must know the ACT testing format. They must also know basic grammar rules (Usage and Mechanics: sentence structure, subject-verb agreement, verb forms, pronouns, punctuation, adjective, adverbs, and comparisons) and (Rhetorical Skills: question types, strategy questions, organization questions, style questions). For the math, students must know how to manipulate fractions and solve algebraic equations. They must be competent in geometry, trigonometry, algebra, pre-algebra, and coordinate geometry. For the reading passages, students must know how to determine the tone of the author and the main idea. The students must be able to form a well-developed argument in a written essay. Nevertheless, the Writing section of the ACT is currently optional and Science section of the ACT will be optional effective April 2025.

There is a lot to know for the ACT, however, students can plan start doing what they need to do to learn the content and before test day. If a student knows what is going to be on the determined to score high, then it is mostly a matter of and effort towards a meaningful study plan. Lucid Prep is students with all the tools and resources to meet and exceed



accordingly and
structure months
test and is
committing time
primed to provide
their goals.

Our Lucid Prep, LLC ACT Preparation Process is structured for students to experience successful outcomes when used correctly and as prescribed. Our full-service delivery model helps students develop self-confidence, motivation, and mastery level skills on the English, Math, Reading, Science, and Writing sections of the Test.

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The ACT Pathway... What we offer/recommend

ACT tests seem to be one of the most significant and challenging tasks for many students. Still, you have nothing else to do but invest time and efforts to get high scores!

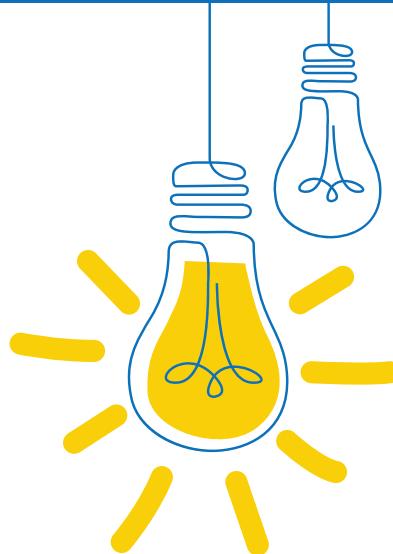
- The 1 ACT Student Preparation Guide is designed to measure student achievement in English, Math, and Reading, not IQ! The ACT assesses each student's educational development and ability to complete college level work. In similar comparison to the SAT, the ACT measures how good a student is at taking standardized tests. – ACT, Inc.
- Our 1 ACT Preparation Guide is structured for students to experience successful outcomes when used correctly and as prescribed. Our full-service delivery model helps students develop self-confidence, motivation, mastery level skills, and strategies to perform well on the English, Math, Reading, Science, and Writing sections of the ACT Test.
- An initial ACT Diagnostic Test with a complete analysis of the results is preferred... we pair that with a prescribed 4-6 week plan of attack
- Daily Subject specific practice and preparation!!!!
- 24/7 Access to our robust online video tutorials on the most common questions/problems in: English, Math, and Reading. Also includes 24/7 Access to online quizzes and practice tests on the most current and frequent ACT questions and problems in these three areas.
- Lucid Prep: The 1 ACT Student Preparation Guide (2025 edition)
- Lucid Prep ACT English Flash cards, Math Flash cards, and Reading Flash cards

Days before the Test

1. Get a good night sleep for 2 consecutive days!
2. Sleeping well on Thursday night is just as important as Friday (the night before the test). Your body needs to feel a sense of rest to endure the (2 hours and 5 minute exam OR 3 hours and 25 minute exam with the Science and Writing sections.

Morning of the Test

1. Wake up early.
2. Eat a good breakfast but nothing too heavy.
3. Wake your brain up! Exercise your brain by reading and going over some of the ACT content that you have studied in preparation for the exam.
4. Place all your essentials (id, admission ticket...) into your book bag
5. Stay away from caffeine!
6. Dress comfortably!
7. Arrive at the test site 15-20 minutes early. Avoid unforeseen traffic barriers. Become familiar with the testing site/environment (locate restrooms...) to minimize travel time in between breaks.



What to Bring to the ACT?

Your admission ticket — it's that thing you were supposed to print after you registered for the test. If you lost it, don't worry; you can log in to your account and print another one before the test.

A photo ID — preferably a driver's license or student ID

No. 2 pencils — self-explanatory.

A calculator — check the ACT website to make sure your model isn't prohibited.

Remember cell phone are NOT allowed

Back in the old days, people used “watches” to keep track of time. You might consider bringing one to help you pace yourself.



Snacks and a bottle of water

There are multiple breaks between exams so utilize the snacks and water to refuel.



Student with accommodations

If you have been pre-approved by ACT for extended time testing or for any of the accommodation, please utilize those same accommodations while practicing. For many students with learning differences, the most common accommodation is called extended time, but there are many others. Again, no matter your official, pre-approved accommodation, please practice accordingly.

Time on Task Preparing for the ACT

Your ACT score is important. Time invested in preparation needs to be acknowledged and acted upon. A realistic timeframe to prepare for the ACT takes between 40-55 hours of preparation. Dedicating time to your ACT preparation is the most effective way to improve your ACT score. It is important that you develop a study plan and stick to it.

Emotional Intelligence

This is the tool that will help you meet, perhaps, exceed your ACT score goals. There is no substitute to raising your score. It's all about putting your to making sure you stay committed to your plan and goals. Practice does not make perfect, it makes improvement. Improvement requires positive energy, hard work, and relentless pursuit to delivering a high ACT score. There will be times when you will want to skip ACT practice, times when you want to hang out with friends, and times when you ask yourself, will your time and effort pay off. You have access to the strategies and techniques to meet/ exceed you ACT score goals, but it's up to you to put your time to good use. The motivation to succeed on the ACT should come from you, not from your parents, friends, or teachers. Set the goal and go get it! Always remind yourself, that this is one of your masterpieces.

Where to prepare for the ACT

Effective ACT preparation requires focus and concentration.

1. A quiet place with no background noise.
2. A place that has plenty of workspace – ample space to spread out your materials.
3. Away from home – no distractions.
4. Away from friends – friends can cause you to become distracted, lose focus, and waste time.
5. Away from technology – put your cellphone on silent and away during your study sessions. Stay away from all devices to avoid texting, talking, or surfing social media platforms.



The ACT – SAT Scoring Conversion Chart

ACT Composite Score	SAT Composite Score (Math, CR & W)	SAT Composite Score (Math & CR only)
36	2400	1600
35	2340-2390	1540-1590
34	2280-2330	1490-1530
33	2220-2270	1440-1480
32	2160-2210	1400-1430
31	2100-2150	1360-1390
30	2040-2090	1330-1350
29	1980-2030	1290-1320
28	1920-1970	1250-1280
27	1860-1910	1210-1240
26	1800-1850	1170-1200
25	1740-1790	1130-1160
24	1680-1730	1090-1120

23	1620-1670	1050-1080
22	1560-1610	1020-1040
21	1500-1550	980-1010
20	1440-1490	940-970
19	1380-1430	900-930
18	1320-1370	860-890
17	1260-1310	820-850
16	1200-1250	770-810
15	1140-1190	720-760
14	1080-1130	670-710
13	1020-1070	620-660
12	960-1010	560-610
11	900-950	510-550

ACT – SAT Comparative Analysis

SAT	vs.	ACT
reasoning test	Type of Test	content-based test
Critical Reading: 2, 25-min sections and 1, 20-min section; Math: 2, 25-min sections and 1, 20-min section; Writing: 1, 25-min essay, 1, 25-min section, and 1, 10-min section	Test Format	English: 1, 45-min section; Math: 1, 60-min section; Reading: 1, 35-min section; Science: 1, 35-min section; Writing: 1, 30-min essay (optional)
Reading, vocabulary, grammar & usage, writing, and math	Content Covered	Grammar & usage, math, reading, science reasoning, and writing (optional)
Tricky, questions can be phrased in ways that make them difficult to decipher	Test Style	Straightforward, questions may be long but are usually less difficult to decipher
Math, Critical Reading, and Writing scores will each range between a 200-800; total SAT score ranges between 600-2400	Scoring	English, Math, and Reading, scores will each range between 1-36. Composite ACT score is the average of your scores on the three sections; ranges between 1-36
Yes – you lose $\frac{1}{4}$ of a point for incorrect answers (except on the grid-in math questions)	Penalty for Wrong Answers?	No – you do not lose points for incorrect answers
Yes – you can choose which set(s) of SAT scores to submit to colleges	Score Choice?	Yes – you can choose which set(s) of ACT scores to submit to colleges

<p>Questions increase in difficulty level as you move through that question type in a section (except reading passage questions, which progress chronologically through the passage)</p>	<p>Difficulty Levels</p>	<p>Difficulty level of the questions is random</p>
<p>Arithmetic, data analysis, algebra I and II, functions, geometry; formulas are provided in the test booklet</p>	<p>Math Levels</p>	<p>Arithmetic, algebra I and II, functions, geometry, trigonometry; no formulas are provided</p>
<p>With private schools and schools on the east and west coasts; however, every four-year college in the US accepts SAT scores</p>	<p>Tends to be more popular?</p>	<p>With public schools and schools in the Midwest and south; however, every four-year college in the US accepts ACT scores</p>
<p>Seven times per year: January, March or April, May, June, October, November, December</p>	<p>Offered when?</p>	<p>Six times per year: February, April, June, September, October, December (note that some states offer the ACT as part of their state testing requirements; these tests are not administered on the national test dates)</p>
<p>Typically about four weeks before the test date</p>	<p>Registration deadline?</p>	<p>Typically about five to six weeks before the test date</p>
<p>http://www.collegeboard.com/</p>	<p>More Information</p>	<p>http://www.act.org/</p>

01

ACT English Section



Overview

The ACT English test consists of 75 questions that must be answered within the 45-minute time limit. There are two types of ACT English questions: Usage/Mechanics questions and Rhetorical Skills questions. Below you can find more detailed information about the content and skills these questions test, as well as sample ACT English questions and answer explanations.

Usage/Mechanics Questions

Skills/Content Tested	Examples	# of Questions
Punctuation	commas, apostrophes, colons, semicolons, dashes, periods, question marks, and exclamation points	10 questions
Grammar & Usage	subject-verb agreement, pronoun agreement, pronoun forms and cases, adjectives, adverbs, verb forms, comparative and superlative modifiers, and idioms	12 questions
Sentence Structure	subordinate or dependent clauses, run-on or fused sentences, comma splices, sentence fragments, misplaced modifiers, shifts in verb tense or voice, and shifts in pronoun person or number	18 questions

Rhetorical Skills Questions

Skills/Content Tested	Examples	# of Questions
Strategy	adding, revising, or deleting sentences; how a sentence fits with the purpose, audience, and focus of a paragraph or the essay as a whole	12 questions
Organization	opening, transitional, and closing phrases or statements; order and focus of sentences or paragraphs	11 questions
Style	writing style, tone, clarity, and effectiveness; eliminating ambiguity, wordiness, and redundant material; clarifying vague or awkward material	12 questions



Days before the Test

Look at the following scoring tables ([English](#)) to understand how you must prepare in order to achieve your score Goal!

English Scale Score	English Raw Score	% Correct
36	75	100%
35	75	99%
34	74	96%
33	73	95%
32	72	93%
31	70-71	92%
30	68-69	89%
29	66-67	87%
28	64-65	84%
27	61-63	81%
26	58-60	77%
25	57-56	73%
24	53-55	71%
23	51-52	67%
22	49-50	64%
21	46-48	60%
20	43-45	56%
19	41-42	53%
18	38-40	49%

Strategies for Attacking the English Section

It is imperative that you know the 6 elements of effective writing: grammar and usage, punctuation, organization, sentence structure, strategy, and style.

Before you start working on the questions, you should take a few seconds skimming the paragraph to get a sense of how it's shaped and what it's about. When you have a general sense of the context, you'll find it easier to correct the underlined portions. You can do this either paragraph by paragraph, or passage by passage. Try both ways to find out which one works better for you.



NOTE:

the passages cover a variety of topics and are written in a variety of styles.

Understanding the writing styles will best help you answer the questions from the reading passages. Carefully examine the underlined words and the phrases NOT or LEAST.

If you can't solve certain questions, or don't have time for the remaining questions, [choose the shortest answer](#), because the shortest answer is frequently your best bet. Some questions contain the "OMIT" choice that is apparently the shortest one. "OMIT" has a higher correct rate than any other choices.

Ideas or answer choices that are not directly and logically tied in with the purpose of the passage should be removed. Avoid redundancy. Avoid rambling. Focus on ideas that are significant.

When you approach each question, ask the BIG 3 questions:

1. *Does this belong here? -*

check redundancy, wordiness, and significance

2. *Does this make sense? -*

check logic

3. *Does this sound like proper English? -*

check grammar

Pace Yourself. The time is definitely not much. You should set your speed limit and keep moving. Don't spend too much time puzzling out certain questions that you lose the time to find and answer other ones. Keep track of time during the test. You should develop the habit of occasionally checking your progress through the test, so that you know when you are one-fourth or half of the way through the time allotted for a section, and when you have 5 minutes left.

Break up the passages! It is no secret that ACT passages can be tedious. In fact, it is not uncommon for a student to read the entire passage only to reach the end and realize that he or she did not retain a single word. For this reason, it can be helpful to read only one paragraph at a time, answering applicable questions after each paragraph.

The ACT tests your vocabulary directly through “vocabulary-in-context” format. The more words you know, the better your chances of narrowing down the choices to the correct one. Test-takers with a strong vocabulary no doubt hold an advantage when it comes to the questions.

Here are some tips that will help you build a smart vocabulary and boost your ACT English and Reading test scores.

1. Don’t try to learn hundreds of words at one time. Attack 20 - 30 words at a time.
2. Take breaks. Limit yourself to three or four sessions per day (20-30 words per session), depending on how much time you have to prepare for the test. Take meaningful breaks - at least 30 minutes between study sessions.
3. Study a new batch of words just before bedtime. Your mind is more likely to retain information received just prior to sleep. Don’t be surprised if you hear a few of these words in your dreams!
4. Vocalize as you learn. Saying words aloud or hearing somebody else say them helps you to recall them later. Try reading sample sentences and definitions aloud as well. (Utilize your Lucid Prep web-based test prep program)
5. Learn words in the context of a story. You remember new words more easily if you learn them in the context of a brief “story” - an interesting and instructive sentence or short paragraph.
6. Review, review, and review. It’s not enough to “learn” a word once. Unless you review it, the word will soon vanish from your memory banks.
7. **READ! READ! READ!** Becoming familiar with difficult vocabulary requires essential reading. Read multiple books, articles, manuscripts, newspapers, and essays to enhance your vocabulary but more importantly, this everyday practice enhances your reading fluency and comprehension. When you come across new words try to guess what the words mean based on the context that it is being used in the reading. Look the word up... **“You just learned and added a new word to your vocabulary arsenal.”** The art of figuring out new words requires lots of reading, reading comprehension, and fluency. Figuring out new words requires the student to work toward mastery level on their verbal inference skills. This is essentially a Reading skill that gets better with continuous reading. This is also part of the **HABITS OF MIND** training.
8. Finally, remember that the ACT doesn’t punish wrong answers. So don’t leave anything blank, or you’ll waste your points.

CONDITIONING – BUILDING ENDURANCE

Learn & Master basic strategies on how to breakdown the passages by attacking the essential grammar concepts and strategy questions. Train students to fix errors in grammar and punctuation.

Common Sense Approach: 4 C's

1. **Complete** = Excellent writing should be in **complete** sentences.
2. **Consistent** = All writing should be **consistent**.
3. **Clear** = The author's meaning should be **clear**.
4. **Concise** = The best answer, free and clear of errors, will be the most **concise**.

GRAMMER HAMMER PRACTICE PROBLEMS (5-8 minutes each)

- | | |
|---|--|
| 1. Comma's
2. Colons & Semicolons
3. Illogical Connectors
4. Redundancy
5. Improper Verb Tense
6. Fragments
7. Possession
8. Brevity
9. Pronoun Error | 10. Run-On
11. Subject/Verb Agreement
12. Prepositions
13. Vocabulary in Context
14. Misplaced Modifier
15. Adjectives & Adverbs
16. Parallelism
17. Casual Language
18. Unclear Antecedents |
|---|--|

9 MINUTES REFINED

(1 ENGLISH PASSAGE – 9 MINUTES TO ANSWER 15 QUESTIONS)

(Multiple Passages (10) for continued student practice)

(ANSWER EXPLANATIONS INCLUDED)

ACT GRAMMER STRATEGY



ACT English Grammar Strategy

- » Read the sentence and **listen for a mistake**.
- » If there is an error you can identify, **give your own correction**.
- » Quickly **scan the answer choices** to determine what grammar concept is being tested
- » **Test each answer choice** in the context of passage Eliminate wrong answers.
- » **Plug in** the remaining choices. **Choose** the one that sounds best.

ACT English Test taking Tips

An actual ACT English Test contains 75 questions to be answered in 45 minutes.

- » Be aware of the writing style used in each passage.
- » Consider the elements of writing that are included in each underlined portion of the passage. Some questions will ask you to base your decision on some specific element of writing, such as the tone or emphasis the text should convey.
- » Be aware of questions with no underlined portions—that means you will be asked about a section of the passage or about the passage as a whole.
- » Examine each answer choice and determine how it differs from the others. Many of the questions in the test will involve more than one aspect of writing
- » Determine the best answer. Read and consider all of the answer choices before you choose the one that best responds to the question.
- » Reread the sentence, using your selected answer.
- » **ING = Is No Good!** Typically when you see word choices with ING do NOT choose that answer choice

ACT English Test taking Tips

An actual ACT English Test contains 75 questions to be answered in 45 minutes.

- » Think for yourself before looking at the answer choices.
- » Trust your ear! Check to see if it sounds right.
- » Stay in the moment... Keep the flow! Stay on topic!
- » The answer choices will lead you to the error.
- » Always read in context!
- » Read the full sentence when plugging-in.
- » Actively read the questions ... Keep your pencil/cursor moving!
- » Brevity please... Short is sweet.

ACT English Game Changers

An actual ACT English Test contains 75 questions to be answered in 45 minutes.

1. Punctuation:

Listen for missing/unnecessary commas.

Semicolons are intimately connected full-stops.

Colons introduce things ... explanations and lists Exaggerate the pause!

2. Redundancy:

When in doubt, cut it out!

Once is enough!

3. Improper Verb Tense:

What happened in the past stays in the past!

Check other verbs in the sentence for proper tense.

4. Subject/Verb Agreement:

What's the subject?

Cross out prepositional phrases in the way

5. Fragments:

Beware the wicked **which**!

-ING is no good!

6. Pronoun Error:

I do things; things happen to **me**.

7. Possession:

Apostrophes show possession; **It's** is an exception.

8. Run-ons:

Four solutions to fix a run-on:

- (1) add a **period**
- (2) add a **semicolon**
- (3) add a **conjunction**
- (4) make one clause **dependent**

9. Adjectives & Adverbs:

Adjectives modify **nouns**.

Adverbs modify **verbs** and **adjectives**.

Adverbs carry the **-ly**

10. Misplaced Modifiers:

Modifiers touch the **noun** they modify.

11. Rhetorical Skills:

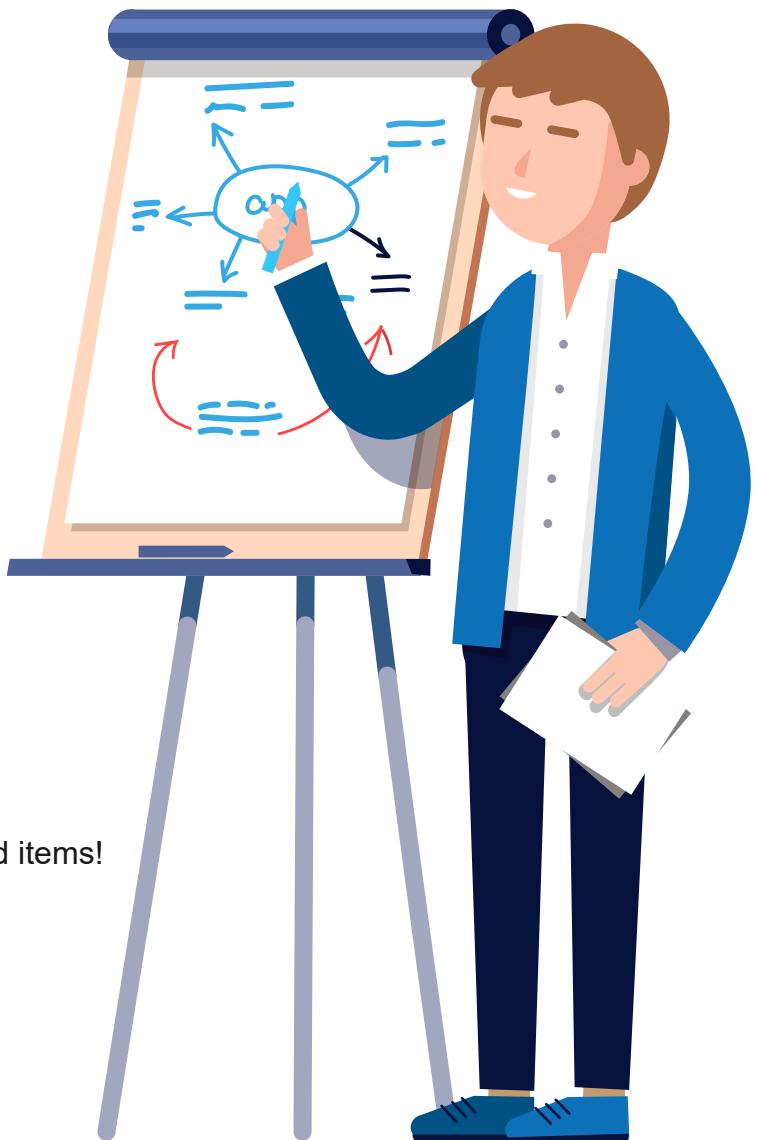
Stay on topic and keep the flow!

Remove all **distractions**, and don't add any!

Circle your task and stick to it!

When ordering sentences, look for logical tags.

When dealing with **LEAST** or a **NOT**, look for odd items!



GRAMMER HAMMER PRACTICE SECTION



1. ACT ENGLISH GRAMMER HAMMERS (Commas) ACT (Commas) Skill Exercises

Introduction

The ACT English section often tests your ability to use commas correctly. These exercises will help you practice common comma rules and understand when to use (or not use) commas.



Skill Exercise 1: Commas in Lists

Question: Choose the sentence that uses commas correctly.

- A. I bought apples oranges bananas and grapes.
- B. I bought apples, oranges, bananas and grapes.
- C. I bought apples, oranges, bananas, and grapes.
- D. I bought apples oranges bananas, and grapes.



Skill Exercise 2: Commas with Introductory Elements

Question: Identify the correctly punctuated sentence.

- A. After the rain stopped the sun came out.
- B. After the rain stopped, the sun came out.
- C. After the rain, stopped the sun came out.
- D. After the rain stopped the sun, came out.



Skill Exercise 3: Commas with Non-Essential Information

Question: Which sentence uses commas correctly?

- A. My brother, who lives in Chicago, is visiting this weekend.
- B. My brother who lives in Chicago, is visiting this weekend.
- C. My brother, who lives in Chicago is visiting this weekend.
- D. My brother who lives in Chicago is visiting this weekend.



Skill Exercise 4: Commas in Compound Sentences

Question: Choose the correct sentence.

- A. I wanted to go to the park but it started raining.
- B. I wanted to go to the park, but it started raining.
- C. I wanted to go to the park, but, it started raining.
- D. I wanted to go to the park but, it started raining.



Skill Exercise 5: Commas to Avoid Misreading

Question: Which sentence uses commas correctly to avoid confusion?

- A. While cooking my mom gave me advice.
- B. While cooking, my mom gave me advice.
- C. While cooking my mom, gave me advice.
- D. While, cooking my mom gave me advice.



Skill Exercise 6: Commas in Dates

Question: Select the correct sentence.

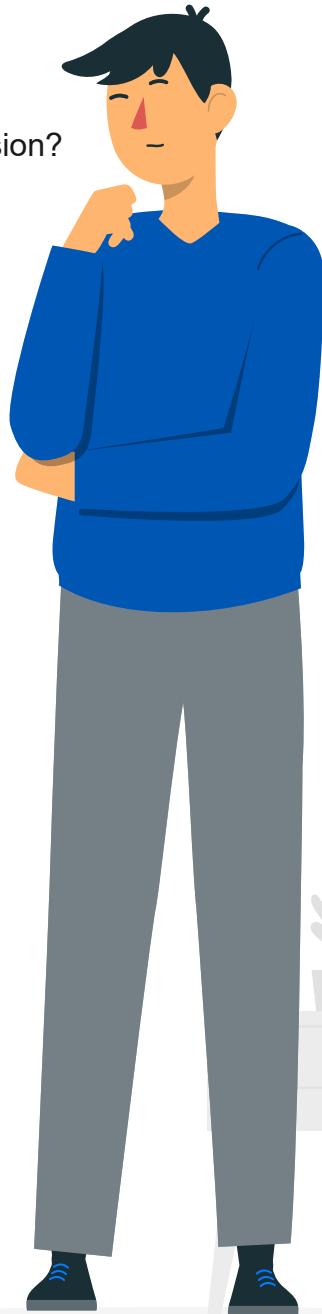
- A. The ACT is scheduled for April 15 2025.
- B. The ACT is scheduled for April 15, 2025.
- C. The ACT is scheduled for April, 15 2025.
- D. The ACT is scheduled for April, 15, 2025.



Skill Exercise 7: Commas with Coordinating Adjectives

Question: Which sentence is punctuated correctly?

- A. It was a cold windy day.
- B. It was a cold, windy day.
- C. It was, a cold windy day.
- D. It was a cold windy, day.





Skill Exercise 8: Commas in Direct Address

Question: Choose the correct sentence.

- A. Let's eat Grandma.
- B. Let's eat, Grandma.
- C. Lets eat, Grandma.
- D. Lets, eat Grandma.



Skill Exercise 9: Commas with Essential vs. Non-Essential Clauses

Question: Identify the correctly punctuated sentence.

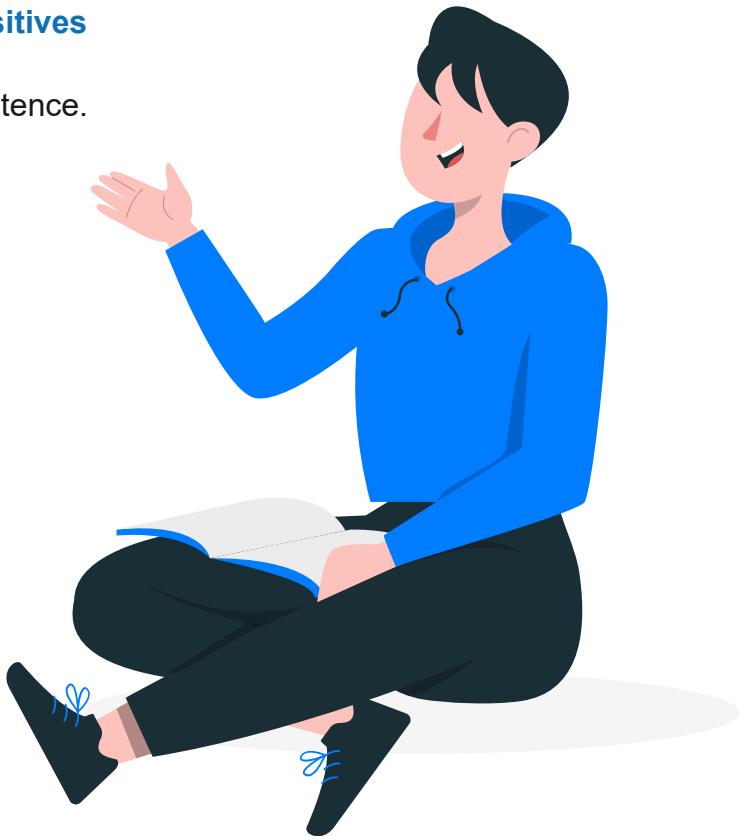
- A. The students, who studied hard, passed the test.
- B. The students who studied hard passed the test.
- C. The students who, studied hard passed the test.
- D. The students, who studied hard passed the test.



Skill Exercise 10: Commas with Appositives

Question: Select the correctly punctuated sentence.

- A. My friend Sarah, is a talented musician.
- B. My friend, Sarah is a talented musician.
- C. My friend, Sarah, is a talented musician.
- D. My friend Sarah is a talented musician.



2. ACT ENGLISH GRAMMER HAMMERS(Colons & Semicolons) ACT (Colons & Semicolons) Skill Practice

Introduction

The ACT often tests punctuation rules, including the correct use of colons and semicolons. These exercises will help you practice these skills with clear explanations to enhance your understanding.



Exercise 1: Semicolons in Compound Sentences

Question: Select the sentence that uses a semicolon correctly.

- A. I planned to study all weekend; however, my friends convinced me to go out.
- B. I planned to study all weekend, however my friends convinced me to go out.
- C. I planned to study all weekend; my friends convinced me to go out however.
- D. I planned to study all weekend however, my friends convinced me to go out.



Exercise 2: Colons for Introducing a List

Question: Which sentence uses a colon correctly?

- A. There are four sections on the ACT: English, Math, Reading, and Science.
- B. There are: four sections on the ACT English, Math, Reading, and Science.
- C. There are four sections on: the ACT, English, Math, Reading, and Science.
- D. There are four sections: on the ACT English, Math, Reading, and Science.



Exercise 3: Semicolons in Complex Lists

Question: Identify the correctly punctuated sentence.

- A. The cities we visited included Houston, Texas; Denver, Colorado; and Chicago, Illinois.
- B. The cities we visited included Houston; Texas, Denver; Colorado, and Chicago; Illinois.
- C. The cities we visited included Houston Texas; Denver Colorado; and Chicago Illinois.
- D. The cities we visited included: Houston, Texas; Denver, Colorado; and Chicago, Illinois.



Exercise 4: Colons for Explanation

Question: Choose the correctly punctuated sentence.

- A. There is one reason I failed: I didn't study.
- B. There is one reason: I failed I didn't study.
- C. There is: one reason I failed I didn't study.
- D. There is one reason I failed: I didn't study.



Exercise 5: Semicolons with Transitional Phrases

Question: Which sentence uses a semicolon correctly?

- A. I practiced for weeks; as a result, my score improved.
- B. I practiced for weeks; as a result my score improved.
- C. I practiced for weeks, as a result, my score improved.
- D. I practiced for weeks as a result; my score improved.



Exercise 6: Misuse of Colons

Question: Which sentence misuses a colon?

- A. She brought three things to the meeting: a notebook, a pen, and her laptop.
- B. The sign read: "No entry beyond this point."
- C. The book is divided into three parts: Introduction, Chapters, and Conclusion.
- D. He enjoys: reading, writing, and hiking.



Exercise 7: Colons in Quotations

Question: Which sentence is punctuated correctly?

- A. The teacher said "Practice makes perfect."
- B. The teacher said: "Practice makes perfect."
- C. The teacher said, "Practice makes perfect."
- D. The teacher: said "Practice makes perfect."



Exercise 8: Semicolons for Contrast

Question: Choose the correctly punctuated sentence.

- A. The Math section was challenging; the Reading section was easier.
- B. The Math section was challenging, the Reading section was easier.
- C. The Math section was challenging: the Reading section was easier.
- D. The Math section; was challenging, the Reading section was easier.



Exercise 9: Colons in Titles and Subtitles

Question: Which title uses punctuation correctly?

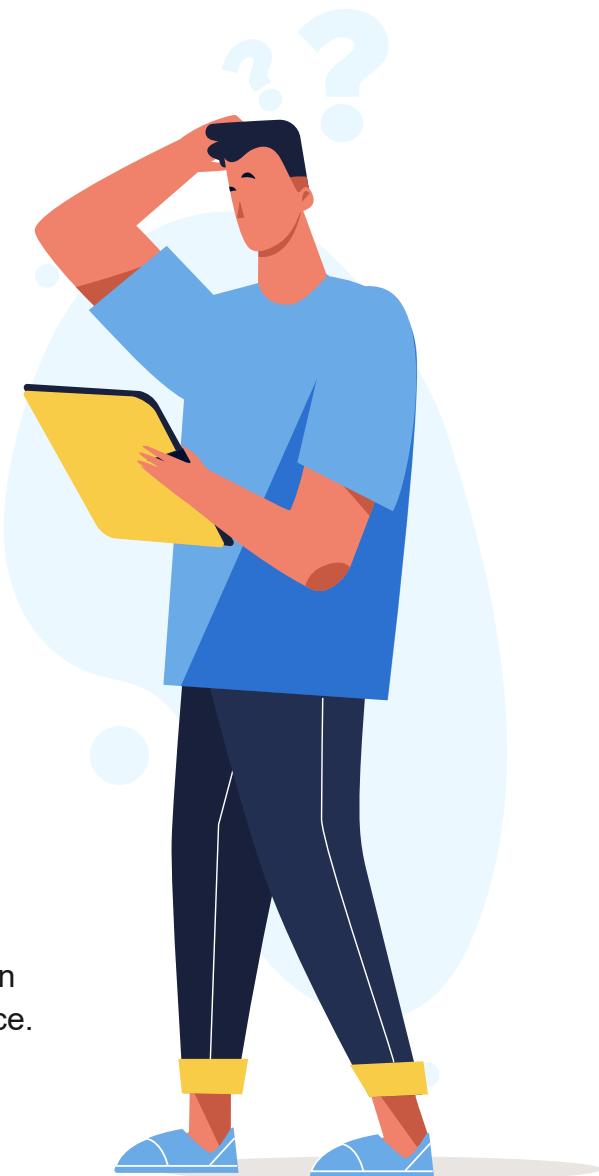
- A. ACT Prep Made Easy: Strategies for Success
- B. ACT Prep Made: Easy Strategies for Success
- C. ACT Prep: Made Easy; Strategies for Success
- D. ACT Prep Made Easy Strategies: for Success



Exercise 10: Semicolons Without Conjunctions

Question: Which sentence uses a semicolon correctly?

- A. I stayed late at the library; it was worth it.
- B. I stayed late at the library, it was worth it.
- C. I stayed late at the library; because it was worth it.
- D. I stayed late at the library; and it was worth it.



Conclusion

These exercises provide a mix of colon and semicolon uses commonly tested on the ACT. Understanding these punctuation rules will help you approach the English section with confidence.

3. ACT ENGLISH GRAMMER HAMMERS (Illogical Connectors) ACT (Illogical Connectors) 10 Skill Exercises

Introduction

The ACT English section tests your ability to recognize and correct illogical connectors. These exercises will help you identify inappropriate connectors and replace them with the correct ones based on sentence meaning.



Exercise 1: Contrast Connectors

Question: Which sentence uses the correct connector?

- A. She studied hard for the test; however, she failed it.
- B. She studied hard for the test; therefore, she failed it.
- C. She studied hard for the test; in addition, she failed it.
- D. She studied hard for the test; as a result, she failed it.



Exercise 2: Cause-and-Effect Connectors

Question: Choose the correctly connected sentence.

- A. It rained all day; as a result, the event was canceled.
- B. It rained all day; however, the event was canceled.
- C. It rained all day; furthermore, the event was canceled.
- D. It rained all day; instead, the event was canceled.



Exercise 3: Addition Connectors

Question: Which sentence correctly shows addition?

- A. He loves reading; in contrast, he enjoys writing as well.
- B. He loves reading; moreover, he enjoys writing as well.
- C. He loves reading; nevertheless, he enjoys writing as well.
- D. He loves reading; therefore, he enjoys writing as well.





Exercise 4: Incorrect Contrast Connectors

Question: Identify the illogical connector in this sentence:

“She dislikes spicy food; similarly, she avoids Indian cuisine.”

- A. dislikes
- B. spicy food
- C. similarly
- D. avoids



Exercise 5: Sequential Connectors

Question: Which sentence correctly uses a sequential connector?

- A. First, I finished my homework; likewise, I went to bed.
- B. First, I finished my homework; next, I went to bed.
- C. First, I finished my homework; consequently, I went to bed.
- D. First, I finished my homework; however, I went to bed



Exercise 6: Connector Replacement

Question: Replace the illogical connector:

“The sun was shining; therefore, we decided to stay indoors.”

- A. however
- B. in addition
- C. as a result
- D. likewise



Exercise 7: Emphasis Connectors

Question: Choose the sentence that correctly emphasizes the point.

- A. The ACT is challenging; for example, it requires strong time management skills.
- B. The ACT is challenging; in fact, it requires strong time management skills.
- C. The ACT is challenging; therefore, it requires strong time management skills.
- D. The ACT is challenging; moreover, it requires strong time management skills.



Exercise 8: Connector Meaning

Question: Which sentence uses “nevertheless” correctly?

- A. She was exhausted from studying; nevertheless, she completed her practice test.
- B. She was exhausted from studying; nevertheless, she decided to take a nap.
- C. She was exhausted from studying; nevertheless, she skipped the test altogether.
- D. She was exhausted from studying; nevertheless, she ignored the test entirely.



Exercise 9: Misplaced Connectors

Question: Identify the illogical connector:

“The instructor provided clear guidelines; furthermore, many students misunderstood the assignment.”

- A. provided
- B. furthermore
- C. misunderstood
- D. assignment



Exercise 10: Eliminating Redundant Connectors

Question: Choose the sentence without a redundant connector.

- A. The test was difficult; but, however, I managed to finish on time.
- B. The test was difficult; however, I managed to finish on time.
- C. The test was difficult, but however, I managed to finish on time.
- D. The test was difficult; nevertheless however, I managed to finish on time.

Conclusion

Understanding logical connectors is crucial for the ACT English section. These exercises help you identify and replace illogical connectors to ensure sentences are coherent and meaningful.

4. ACT ENGLISH GRAMMER HAMMERS (Redundancy) ACT (Redundancy) 10 Skill Exercises

Introduction

The ACT English section often tests your ability to recognize and eliminate redundancy. Redundancy occurs when unnecessary words or phrases repeat the same idea. These exercises will help you identify and correct redundancy for more concise and effective sentences.



Exercise 1: Eliminate Redundant Phrases

Question: Choose the most concise sentence.

- A. The students worked together as a group to complete the project.
- B. The students worked as a group to complete the project.
- C. The students worked together to complete the project.
- D. The students collaborated as a group together to complete the project.



Exercise 2: Redundant Modifiers

Question: Which sentence avoids redundancy?

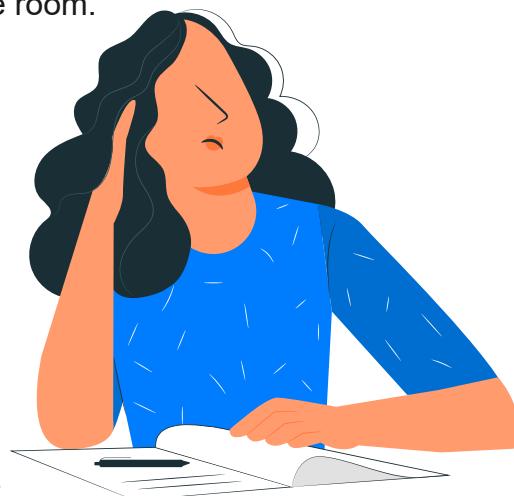
- A. The unexpected surprise startled everyone in the room.
- B. The surprise startled everyone in the room.
- C. The surprising and unexpected event startled everyone in the room.
- D. The surprising surprise startled everyone in the room.



Exercise 3: Streamlining Ideas

Question: Choose the sentence that avoids redundancy.

- A. She woke up at 6 a.m. in the morning to catch her flight.
- B. She woke up at 6 a.m. to catch her flight.
- C. At 6 a.m. in the morning, she woke up to catch her flight.
- D. She woke up early at 6 a.m. in the morning to catch her flight.





Exercise 4: Avoiding Double Phrases

Question: Which sentence avoids redundancy?

- A. The new innovation revolutionized the tech industry.
- B. The innovation revolutionized the tech industry.
- C. The new and innovative idea revolutionized the tech industry.
- D. The revolutionary new innovation revolutionized the tech industry.



Exercise 5: Concise Descriptions

Question: Which sentence is the most concise?

- A. The large crowd of people filled the stadium.
- B. The crowd of people filled the stadium.
- C. The crowd filled the stadium.
- D. The large crowd filled the stadium.



Exercise 6: Eliminate Overlapping Ideas

Question: Choose the sentence that avoids redundancy.

- A. The teacher gave a brief summary of the chapter.
- B. The teacher gave a summary of the chapter.
- C. The teacher provided a short and brief summary of the chapter.
- D. The teacher gave a brief and concise summary of the chapter.



Exercise 7: Avoid Repeating Synonyms

Question: Which sentence is concise?

- A. The twins were exactly identical in every way.
- B. The twins were exactly alike.
- C. The twins were identical in every way.
- D. The twins were identical.



Exercise 8: Avoiding Overstated Expressions

Question: Select the most concise option.

- A. The end result of the experiment was unexpected.
- B. The result of the experiment was unexpected.
- C. The final end result of the experiment was unexpected.
- D. The unexpected end result of the experiment surprised everyone.



Exercise 9: Overexplaining Common Concepts

Question: Which sentence avoids redundancy?

- A. The basic fundamentals of the course were easy to understand.
- B. The fundamentals of the course were easy to understand.
- C. The basic and fundamental ideas of the course were easy to understand.
- D. The basic fundamentals and key ideas of the course were easy to understand.



Exercise 10: Redundancy in Phrasing

Question: Choose the sentence that avoids redundancy.

- A. She nodded her head in agreement.
- B. She nodded in agreement.
- C. She nodded her head.
- D. She nodded.

Conclusion

Redundancy weakens writing by adding unnecessary words. The key to eliminating redundancy is focusing on clarity and conciseness. These exercises help refine your ability to spot and correct redundancy on the ACT.

5. ACT ENGLISH GRAMMER HAMMERS (Improper Verb Tense) ACT (Improper Verb Tense) 10 Skill Exercises

Introduction

The ACT English section often tests your ability to recognize and correct improper verb tense. Proper verb tense ensures consistency and clarity within sentences and across paragraphs. These exercises will help you master this skill with clear answer explanations.



Exercise 1: Maintaining Past Tense

Question: Choose the sentence with correct verb tense.

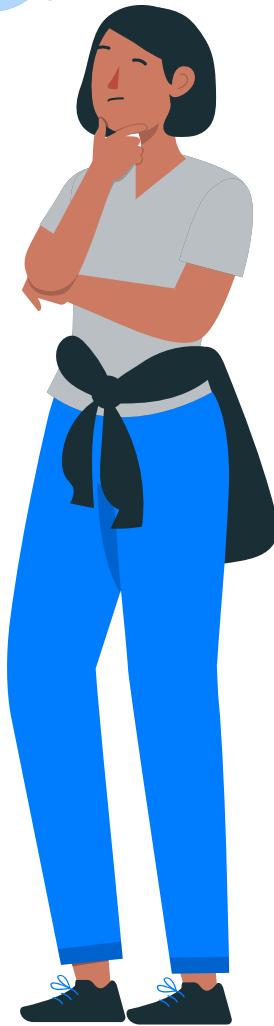
- A. Yesterday, I finish my homework before going to bed.
- B. Yesterday, I finished my homework before going to bed.
- C. Yesterday, I was finishing my homework before I go to bed.
- D. Yesterday, I finishes my homework before going to bed



Exercise 2: Present Tense Consistency

Question: Choose the sentence with consistent verb tense.

- A. The teacher explains the lesson and answered questions.
- B. The teacher explains the lesson and answers questions.
- C. The teacher explained the lesson and answers questions.
- D. The teacher explains the lesson and answering questions.



Exercise 3: Future Tense

Question: Which sentence correctly uses future tense?

- A. I will study for the test after I eat dinner.
- B. I will study for the test after I ate dinner.
- C. I study for the test after I eat dinner.
- D. I will studied for the test after I eat dinner.



Exercise 4: Mixed Tenses

Question: Which sentence avoids improper verb tense shifts?

- A. He was running late but decides to take the longer route.
- B. He was running late but decided to take the longer route.
- C. He runs late but decided to take the longer route.
- D. He runs late but decides to take the longer route.



Exercise 5: Past Perfect Tense

Question: Which sentence uses past perfect tense correctly?

- A. By the time we arrived, the concert started.
- B. By the time we arrived, the concert had started.
- C. By the time we arrived, the concert starts.
- D. By the time we arrive, the concert had started



Exercise 6: Present Perfect Tense

Question: Choose the sentence with proper present perfect tense.

- A. I have completed my homework already.
- B. I completed my homework already.
- C. I completes my homework already.
- D. I am completing my homework already.



Exercise 7: Conditional and Future Tense

Question: Choose the correct sentence.

- A. If I studied more, I will get a better score.
- B. If I study more, I will get a better score.
- C. If I study more, I would get a better score.
- D. If I had studied more, I will get a better score.



Exercise 8: Progressive Tenses

Question: Which sentence correctly uses progressive tense?

- A. She was running every morning this week.
- B. She runs every morning this week.
- C. She is running every morning this week.
- D. She had running every morning this week.



Exercise 9: Verb Tense Shift in Paragraphs

Question: Choose the sentence that avoids an improper shift in verb tense.

Context: The paragraph is written in past tense.

"He arrived at the park early. He unpacked his picnic basket and was sitting under a tree when his friends come to join him."

- A. He arrived at the park early. He unpacked his picnic basket and was sitting under a tree when his friends come to join him.
- B. He arrived at the park early. He unpacked his picnic basket and sat under a tree when his friends came to join him.
- C. He arrived at the park early. He unpacks his picnic basket and was sitting under a tree when his friends come to join him.
- D. He arrives at the park early. He unpacked his picnic basket and was sitting under a tree when his friends come to join him



Exercise 10: Incorrect Future Tense Shifts

Question: Which sentence avoids an improper shift to future tense?

- A. When the game ended, we will celebrate our victory.
- B. When the game ends, we celebrated our victory.
- C. When the game ended, we celebrated our victory.
- D. When the game ends, we will celebrated our victory.

Conclusion

Understanding proper verb tense usage is essential for clear and grammatically correct sentences on the ACT English section. These exercises provide valuable practice in identifying and correcting improper verb tense.

6. ACT ENGLISH GRAMMER HAMMERS (Fragments) ACT (Fragments) 10 Skill Exercises

Introduction

Fragments occur when a sentence is incomplete—it might lack a subject, a verb, or a complete thought. The ACT often tests your ability to identify and correct fragments. These exercises will help you master this concept.



Exercise 1: Identifying Fragments

Question: Which option is a fragment?

- A. She went to the library to finish her project.
- B. While she was working on the project.
- C. The project required hours of research.
- D. He spent the entire afternoon studying.



Exercise 2: Correcting Fragments

Question: Which revision fixes the fragment?

Original Sentence: Running late to class.

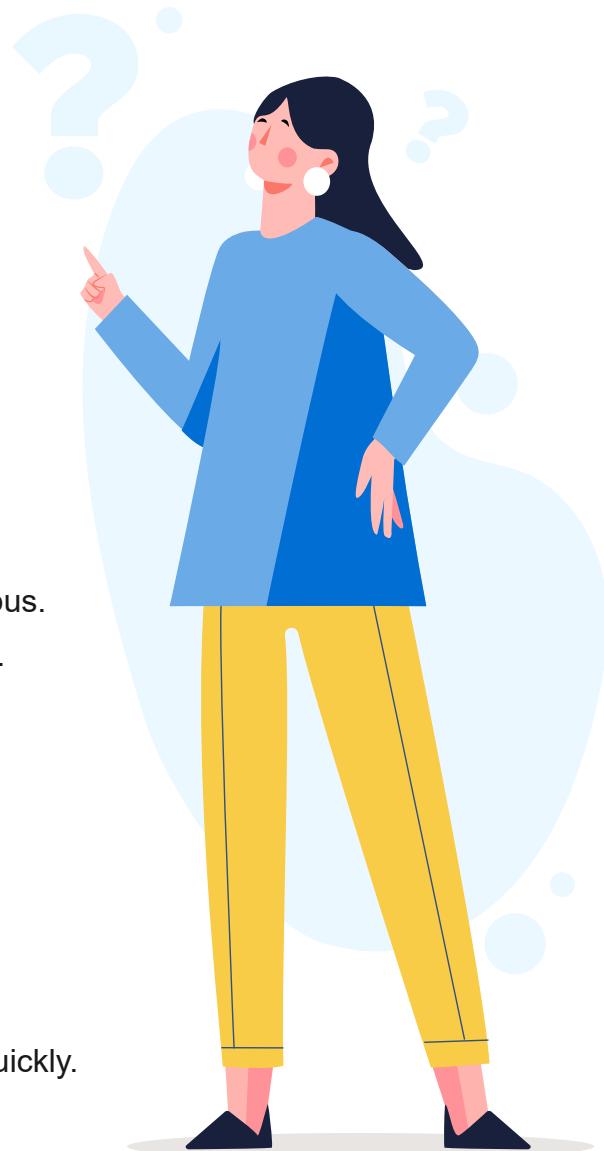
- A. She was running late to class.
- B. Running late to class because she missed the bus.
- C. Running late to class, but she got there on time.
- D. Running late to class, her phone rang.



Exercise 3: Missing Subjects

Question: Which sentence is complete?

- A. Hoping to finish the test on time.
- B. The students hoping to finish the test on time.
- C. Hoping to finish the test on time, they worked quickly.
- D. While hoping to finish the test on time.





Exercise 4: Missing Verbs

Question: Which sentence avoids being a fragment?

- A. The teacher, who always arrives early to class.
- B. The teacher always arriving early to class.
- C. The teacher arrives early to class.
- D. The teacher, always arriving early to class.



Exercise 5: Dependent Clause Fragments

Question: Which sentence avoids being a fragment?

- A. Although it was raining heavily.
- B. It was raining heavily.
- C. Because it was raining heavily.
- D. Since it was raining heavily



Exercise 6: Adding Context

Question: How can you fix the fragment?

Fragment: Walking through the park.

- A. Walking through the park is a relaxing activity.
- B. Walking through the park, the trees were beautiful.
- C. Walking through the park, I saw the trees.
- D. Both A and C.



Exercise 7: Phrase Fragments

Question: Identify the fragment.

- A. A long day at school left him exhausted.
- B. After a long day at school.
- C. He decided to relax after a long day at school.
- D. After school, he walked home



Exercise 8: Fixing Fragments with Conjunctions

Question: Which revision corrects the fragment?

Fragment: And stayed up late to finish the book.

- A. He stayed up late to finish the book.
- B. Stayed up late to finish the book.
- C. And, he stayed up late to finish the book.
- D. He read the book and stayed up late to finish it.



Exercise 9: Fragments in Lists

Question: Which list avoids fragments?

- A. 1. Watching TV. 2. Taking a nap. 3. To cook dinner.
- B. 1. She watched TV. 2. She took a nap. 3. She cooked dinner.
- C. 1. Watching TV and taking a nap. 2. Cooked dinner.
- D. 1. To watch TV. 2. Took a nap. 3. Dinner.



Exercise 10: Recognizing Sentence Fragments

Question: Which option is a fragment?

- A. The dog barked loudly at the stranger.
- B. Barking loudly at the stranger.
- C. The dog, barking loudly at the stranger, stood his ground.
- D. The stranger left when the dog barked.

Conclusion

Understanding how to identify and fix fragments is essential for the ACT English section. These exercises reinforce the skills needed to ensure sentences are complete and grammatically correct.

7. ACT ENGLISH GRAMMER HAMMERS (Possession) ACT (Possession) 10 Skill Exercises

Introduction

Possession is often tested on the ACT English section, requiring you to distinguish between singular and plural possessive forms, contractions, and non-possessive words. These exercises will help you master the concept.



Exercise 1: Singular Possession

Question: Choose the sentence with correct possessive usage.

- A. The cat's toy was under the couch.
- B. The cats toy was under the couch.
- C. The cats' toy was under the couch.
- D. The cat toy's was under the couch



Exercise 2: Plural Possession

Question: Which sentence uses plural possession correctly?

- A. The students books were left in the classroom.
- B. The student's books were left in the classroom.
- C. The students' books were left in the classroom.
- D. The students book's were left in the classroom.



Exercise 3: Contractions vs. Possession

Question: Identify the correct use of "it's" or "its."

- A. The dog wagged it's tail happily.
- B. The dog wagged its tail happily.
- C. Its a beautiful day outside.
- D. The dog wagged its' tail happily.





Exercise 4: Irregular Plural Possession

Question: Choose the sentence with correct possessive usage.

- A. The childrens books were on the shelf.
- B. The children's books were on the shelf.
- C. The childrens' books were on the shelf.
- D. The children book's were on the shelf.



Exercise 5: Compound Possession

Question: Which sentence correctly shows joint possession?

- A. Sarah's and John's house is located on Maple Street.
- B. Sarah and John's house is located on Maple Street.
- C. Sarah's and John house is located on Maple Street.
- D. Sarah and Johns' house is located on Maple Street.



Exercise 6: Singular vs. Plural Possession

Question: Which sentence uses singular possessive correctly?

- A. The teacher's desk was cluttered with papers.
- B. The teachers' desk was cluttered with papers.
- C. The teachers desk was cluttered with papers.
- D. The teachers desk's were cluttered with papers.



Exercise 7: Possessive Pronouns

Question: Which sentence avoids incorrect possessive usage?

- A. Each student should bring their own book to the class.
- B. Each student should bring they're own book to the class.
- C. Each student should bring there own book to the class.
- D. Each student should bring their own book to the class's.



Exercise 8: Apostrophe Placement

Question: Which sentence correctly shows possession for a plural noun?

- A. The Joneses' garden is full of flowers.
- B. The Jones's garden is full of flowers.
- C. The Jones' garden is full of flowers.
- D. The Joneses garden is full of flowers.



Exercise 9: Double Possessives

Question: Which sentence avoids redundancy?

- A. That's a friend of Sarah's.
- B. That's a friend of Sarah.
- C. That's Sarah's friend.
- D. Both A and C.



Exercise 10: Avoiding Misplaced Apostrophes

Question: Choose the sentence that correctly avoids misplaced apostrophes.

- A. The car's tires were flat.
- B. The cars tire's were flat.
- C. The car tire's were flat.
- D. The cars' tires were flat.

Conclusion

Understanding possession is crucial for achieving a high score on the ACT English section. These exercises cover common mistakes and help reinforce correct usage.

8. ACT ENGLISH GRAMMER HAMMERS (Brevity) ACT (Brevity) 10 Skill Exercises

Introduction

The ACT English section often rewards brevity—using the fewest words necessary to convey a clear and complete idea. Wordy or redundant phrases should be avoided. These exercises focus on improving conciseness while maintaining meaning.



Exercise 1: Eliminating Redundancy

Question: Choose the most concise sentence.

- A. The book is interesting and full of fascinating details.
- B. The book is fascinating and full of interesting details.
- C. The book is full of fascinating details.
- D. The book has many interesting and fascinating details.



Exercise 2: Streamlining Phrasing

Question: Which sentence is the most concise?

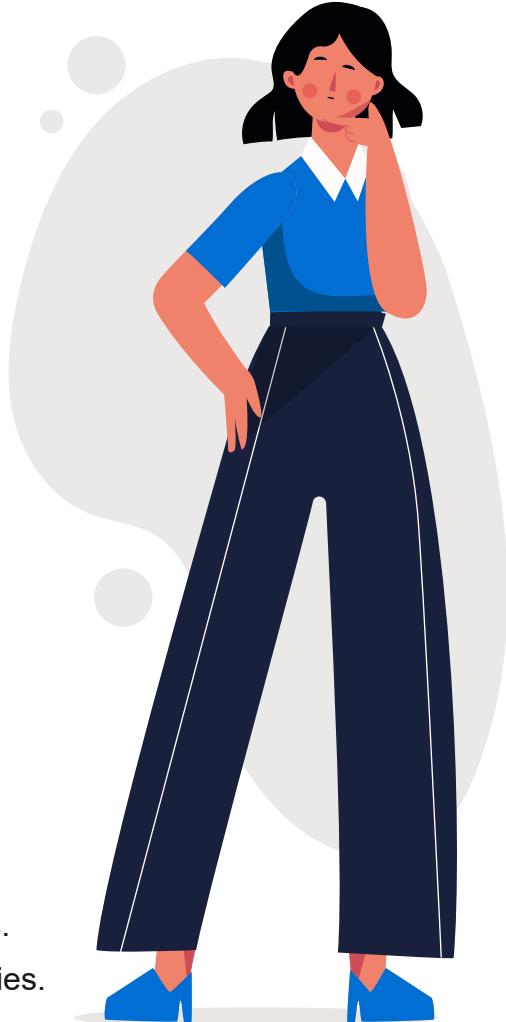
- A. At this point in time, we need to make a decision.
- B. At this time, we need to make a decision.
- C. Now, we need to make a decision.
- D. At this current moment, we need to make a decision.



Exercise 3: Simplifying Expressions

Question: Which sentence avoids unnecessary words?

- A. She went to the store in order to buy groceries.
- B. She went to the store to buy groceries.
- C. She went to the store for the purpose of buying groceries.
- D. She went to the store because she wanted to buy groceries.





Exercise 4: Redundant Descriptions

Question: Choose the most concise sentence.

- A. The large, spacious room was perfect for hosting events.
- B. The spacious room was perfect for hosting events.
- C. The room was perfect for hosting events because it was large and spacious.
- D. The room was large and spacious, making it perfect for hosting events.



Exercise 5: Avoiding Wordiness

Question: Which sentence is the most concise?

- A. Due to the fact that it was raining, the game was canceled.
- B. Since it was raining, the game was canceled.
- C. Because of the rain, the game was canceled.
- D. Owing to the fact that it was raining, the game was canceled.



Exercise 6: Avoiding Unnecessary Repetition

Question: Which sentence is the most concise?

- A. She repeated the same instructions over and over again.
- B. She repeated the instructions over and over again.
- C. She repeated the instructions.
- D. She repeated the instructions multiple times over.



Exercise 7: Simplifying Comparisons

Question: Choose the sentence with the most concise comparison.

- A. He was taller than all of the other boys in the class.
- B. He was taller than any other boy in the class.
- C. He was the tallest boy in the class.
- D. He was the tallest of all the boys in the class.



Exercise 8: Eliminating Redundant Phrases

Question: Which sentence avoids redundancy?

- A. The basic fundamentals of the course were explained.
- B. The fundamentals of the course were explained.
- C. The basic and fundamental concepts of the course were explained.
- D. The basic concepts of the course were explained.



Exercise 9: Avoiding Wordy Transitions

Question: Choose the most concise sentence.

- A. In the event that you need assistance, call this number.
- B. If you need assistance, call this number.
- C. Should you find yourself in need of assistance, call this number.
- D. If you are in need of assistance, call this number



Exercise 10: Removing Excess Modifiers

Question: Which sentence is the most concise?

- A. She was extremely excited and incredibly thrilled about the opportunity.
- B. She was thrilled about the opportunity.
- C. She was very thrilled about the opportunity.
- D. She was excited and thrilled about the opportunity.

Conclusion

Brevity is an important skill for improving clarity and avoiding unnecessary wordiness on the ACT English section. These exercises help you practice identifying and choosing concise options.

9. ACT ENGLISH GRAMMER HAMMERS (Pronoun Error) ACT Pronoun Error Exercises

Introduction

Each sentence below contains a potential pronoun error. Circle the correct pronoun. The answers and detailed explanations are provided in the answer key.

Exercise:

1. Each of the students must bring (their, his or her) own lunch to the field trip.
2. Neither Sarah nor her friends remembered to bring (her, their) ID cards.
3. If anyone wants to participate, (they, he or she) should sign up by Friday.
4. The committee gave (its, their) decision on the policy changes.
5. Every student must complete (their, his or her) assignments on time.
6. The team celebrated (its, their) victory after the game.
7. Either John or Alex forgot to bring (his, their) notebook to class.
8. The jury announced (its, their) verdict after deliberation.
9. One of the cars lost (its, their) headlights in the accident.
10. Everyone in the class is responsible for submitting (their, his or her) own project.

10. ACT ENGLISH GRAMMER HAMMERS (Run-On) ACT Run-On Sentence Exercises

Introduction

Each sentence below contains a potential run-on error. Correct the sentence by rewriting it with appropriate punctuation or conjunctions. Write your answers in the space provided. The answers and detailed explanations are provided in the answer key.



Exercise:

1. The sun was setting we decided to set up camp.

2. I love reading books they are my favorite hobby.

3. She didn't want to go to the party she had a lot of work to do.

4. The storm was approaching the children were playing outside.

5. He wanted to visit Paris he also wanted to explore Rome.

6. The team worked hard they deserved the victory.

7. The teacher explained the concept the students still didn't understand it.

8. We walked to the park we forgot to bring a picnic blanket.

9. He was excited about the trip he packed his bags the night before.

10. The store was closed we had to find another place to buy groceries.

11. ACT ENGLISH GRAMMER HAMMERS (Subject/Verb Agreement) ACT Subject/Verb Agreement Exercises

Introduction

Each sentence below contains a potential subject/verb agreement error. Circle the correct error by ensuring the subject and verb agree in number. The answers and detailed explanations are provided in the answer key.



Exercise:

1. The group of students (was, were) walking to the cafeteria.
2. Each of the books (is, are) on the shelf.
3. The dogs in the yard (barks, bark) loudly at strangers.
4. The committee (disagree, disagrees) on the decision.
5. Either the teacher or the students (has, have) completed the project.
6. The pair of shoes (is, are) on the floor by the bed.
7. Neither of the answers (was, were) correct on the test.
8. The basketball team (wins, win) almost every game they play.
9. The box of chocolates (was, were) delivered yesterday.
10. Both the cat and the dog (likes, like) to sleep in the sun.



12. ACT ENGLISH GRAMMER HAMMERS (Prepositions) ACT Prepositions Exercises

Introduction

Each sentence below contains a blank where a preposition is missing. Fill in the blank with the correct preposition. Write your answers in the space provided. The answers and detailed explanations are provided in the answer key.



Exercise:

1. She arrived _____ the airport just in time for her flight.
2. The book is _____ the table.
3. He is interested _____ pursuing a career in medicine.
4. We will meet _____ noon to discuss the project.
5. The children ran _____ the playground after school.
6. I prefer coffee _____ tea in the mornings.
7. They apologized _____ their behavior during the meeting.
8. The key is hidden _____ the flowerpot.
9. She is capable _____ handling the situation on her own.
10. We stayed _____ the hotel for two nights during the trip.

13. ACT ENGLISH GRAMMER HAMMERS (Vocabulary In Context) ACT Vocabulary in Context Exercises

Introduction

Each sentence below includes a **bold** word. Based on the context of the sentence, choose the answer that best defines the word. Circle your answers. The answers and detailed explanations are provided in the answer key.



Exercise:

1.

- The scientist's discovery was **profound**, leading to significant changes in the field.
- a) Deep and meaningful
 - b) Unimportant
 - c) Simple and basic
 - d) Difficult to understand

2.

- Despite his initial doubts, the leader gave a **tentative** response, indicating he needed more time to decide.
- a) Certain
 - b) Hesitant
 - c) Strong
 - d) Enthusiastic

3.

- The movie's ending was deliberately **ambiguous**, leaving the audience to interpret its meaning.
- a) Clear
 - b) Vague
 - c) Predictable
 - d) Exciting

4.

- Her speech was filled with **eloquent** language that captivated everyone in the room.
- a) Clumsy
 - b) Persuasive and moving
 - c) Abrupt
 - d) Confusing

5.

- The athlete's performance was **mediocre**, far below what was expected.
- a) Excellent
 - b) Average
 - c) Remarkable
 - d) Unusual

6.

The parents' support was **unwavering**, even in the face of challenges.

- a) Hesitant
- b) Constant and steady
- c) Indifferent
- d) Temporary

7.

The author's **lucid** writing style made the complex topic easy to understand.

- a) Confusing
- b) Clear
- c) Abstract
- d) Lengthy

8.

The general remained **pragmatic** in his approach to strategy, focusing on achievable goals.

- a) Realistic
- b) Theoretical
- c) Impulsive
- d) Careless

9.

The children were **exuberant** after hearing they were going to the amusement park.

- a) Depressed
- b) Overjoyed
- c) Indifferent
- d) Angry

10.

The **novelty** of the new gadget wore off quickly, and it became just another tool.

- a) Innovation
- b) Familiarity
- c) Tradition
- d) Misuse

14. ACT ENGLISH GRAMMER HAMMERS (Misplaced Modifier)

ACT Misplaced Modifier Exercises

Introduction

Each sentence below contains a misplaced modifier. Rewrite the sentence so the modifier is correctly placed, ensuring the sentence is clear and accurate. Write your answers in the space provided. The answers and detailed explanations are provided in the answer key.



Exercise:

1. Walking through the park, the flowers were blooming beautifully.

2. She served pancakes to the children on paper plates.

3. The man walked his dog wearing a hat.

4. Driving down the street, the house appeared out of nowhere.

5. The student handed in her homework to the teacher that was completed.

6. Covered in frosting, the baker admired the cake.

7. I nearly watched the movie for three hours.

8. With a broken arm, the nurse helped the injured patient.

9. On her way to school, Sarah saw a squirrel driving a car.

10. Staring out the window, the snow fell softly.

15. ACT ENGLISH GRAMMER HAMMERS (Adjectives & Adverbs) ACT Adjectives & Adverbs Exercises

Introduction

Each sentence below contains an incorrect or missing adjective or adverb. Circle the correct answers. The answers and detailed explanations are provided in the answer key.



Exercise:

1. The girl ran (quick, quickly) to catch the bus.
2. He felt (bad, badly) about missing the meeting.
3. The teacher explained the concept (clear, clearly) to the students.
4. This is the (more, most) exciting book I've ever read.
5. The recipe calls for the (fewer, less) amount of sugar than expected.
6. She sings (beautiful, beautifully), captivating everyone in the room.
7. He is the (tall, tallest) player on the basketball team.
8. The car drove (smooth, smoothly) down the highway.
9. She performed (good, well) on the test despite her nerves.
10. The instructions were (easy, easily) to follow.

16. ACT ENGLISH GRAMMER HAMMERS (Casual Language) ACT Parallelism Exercises

Introduction

Each sentence below may contain a parallelism error. Rewrite the sentence to ensure all parts of the sentence are consistent in structure. Write your answers in the space provided. The answers and detailed explanations are provided in the answer key.



Exercise:

1. She enjoys hiking, to swim, and biking.

2. The coach asked us to stretch our legs, warm up our arms, and that we should focus on our breathing.

3. The new policy is clear, concise, and it's easy to understand

4. The students were not only excited but also were feeling nervous about the exam

5. My goals include graduating from college, finding a fulfilling job, and to travel the world.

6. The dog ran across the yard, barked at the stranger, and was digging a hole.

7. In his free time, he likes reading books, to watch movies, and playing video games.

8. She is not only an excellent musician but also dances professionally.

9. The instructions said to open the package carefully, pour the contents into a bowl, and then you should mix it thoroughly.

10. The chef prepared the meal quickly, efficiently, and with precision.

17. ACT ENGLISH GRAMMER HAMMERS (Casual Language) ACT Casual Language Exercises

Introduction

The sentences below contain casual or informal language that would not be appropriate for the ACT or formal writing. Rewrite each sentence to make it more formal and appropriate for an academic setting. Write your answers in the space provided. The answers and detailed explanations are provided in the answer key.



Exercise:

1. The project totally fell apart because everyone was slacking off.

2. The movie was awesome, but the ending kinda sucked.

3. She didn't like the class, so she bailed halfway through the semester.

4. The food was so good, I literally couldn't stop eating.

5. He messed up big time on the test because he didn't study.

6. The teacher was super mad when the students didn't do their homework.

7. The experiment didn't work out, so we just said, "Whatever," and tried something else.

8. She was like, "I don't know what to do," and then just gave up

9. The speech was boring, and everyone was just sitting there zoned out.

10. The presentation was a fail because the tech kept crashing

18. ACT ENGLISH GRAMMER HAMMERS (Unclear Antecedents) ACT Unclear Antecedents Exercises

Introduction

Each sentence below contains a pronoun with an unclear or ambiguous antecedent. Rewrite the sentence to clarify the pronoun's reference. Write your answers in the space provided. The answers and detailed explanations are provided in the answer key.



Exercise:

1. Sarah told Emily that she needed to study more for the test.

2. The box was placed on the table, but it was broken.

3. When the dog barked at the cat, it ran into the house.

4. John and Mike argued about the project, but he decided to leave the group.

5. The car hit the tree, but it was not seriously damaged.

6. Lisa gave her sister a book for her birthday, but she didn't like it.

7. The manager spoke with the employee because they were not meeting expectations.

8. The teacher handed the students their tests, and they were difficult.

9. The team met with the coach, but they didn't seem very motivated

10. The teacher told the student that her essay was excellent, but she still needed to work on grammar.

GRAMMER HAMMER

ANSWER & EXPLANATION

SECTION



1. COMMAS ANSWERS with EXPLANATIONS



Skill Exercise 1: Commas in Lists

Commas Correct Answer: C. I bought apples, oranges, bananas, and grapes.

Explanation: In a list of three or more items, commas are used to separate each item. The comma before “and” (called the Oxford comma) is correct on the ACT and helps avoid ambiguity.



Skill Exercise 2: Commas with Introductory Elements

Commas Correct Answer: B. After the rain stopped, the sun came out.

Explanation: A comma is used after an introductory clause or phrase (“After the rain stopped”) to separate it from the main clause.



Skill Exercise 3: Commas with Non-Essential Information

Commas Correct Answer: A. My brother, who lives in Chicago, is visiting this weekend.

Explanation: The phrase “who lives in Chicago” provides extra, non-essential information about “my brother.” Non-essential information should be set off by commas.



Skill Exercise 4: Commas in Compound Sentences

Commas Correct Answer: B. I wanted to go to the park, but it started raining.

Explanation: In a compound sentence, a comma is placed before the conjunction (“but”) that connects two independent clauses.



Skill Exercise 5: Commas to Avoid Misreading

Commas Correct Answer: B. While cooking, my mom gave me advice.

Explanation: The comma after “While cooking” clarifies that it was “my mom” who gave advice, not the speaker cooking their mom!



Skill Exercise 6: Commas in Dates

Commas Correct Answer: **B.** The ACT is scheduled for April 15, 2025.

Explanation: Commas separate the day from the year in a date.



Skill Exercise 7: Commas with Coordinating Adjectives

Commas Correct Answer: **B.** It was a cold, windy day.

Explanation: Commas are used to separate two or more adjectives that equally modify a noun.



Skill Exercise 8: Commas in Direct Address

Commas Correct Answer: **B.** Let's eat, Grandma.

Explanation: A comma is used in direct address to clarify the meaning. Without the comma, the sentence implies you are eating Grandma!



Skill Exercise 9: Commas with Essential vs. Non-Essential Clauses

Commas Correct Answer: **B.** The students who studied hard passed the test.

Explanation: The clause "who studied hard" is essential because it specifies which students passed the test. Essential clauses are not set off by commas.



Skill Exercise 10: Commas with Appositives

Commas Correct Answer: **C.** My friend, Sarah, is a talented musician.

Explanation: The appositive "Sarah" renames "my friend" and provides additional information. Non-essential appositives are set off by commas.

2. COLONS & SEMICOLONS ANSWERS with EXPLANATIONS



Exercise 1 Answer: A. I planned to study all weekend; however, my friends convinced me to go out.

Explanation:

Use a semicolon before a conjunctive adverb (e.g., “however,” “therefore”) connecting two independent clauses. The conjunctive adverb is followed by a comma.



Exercise 2 Answer: A. There are four sections on the ACT: English, Math, Reading, and Science.

Explanation:

A colon follows a complete sentence to introduce a list. The clause before the colon must be independent.



Exercise 3 Answer: A. The cities we visited included Houston, Texas; Denver, Colorado; and Chicago, Illinois.

Explanation:

Semicolons separate items in a list when those items contain commas, making the sentence clearer.



Exercise 4 Answer: A. There is one reason I failed: I didn't study.

Explanation:

A colon introduces an explanation or clarification after an independent clause.



Exercise 5 Answer: A. I practiced for weeks; as a result, my score improved.

Explanation:

Use a semicolon before a transitional phrase (e.g., “as a result”) and a comma after it when connecting two independent clauses.



Exercise 6 Answer: D. He enjoys: reading, writing, and hiking.

Explanation:

A colon cannot separate a verb (“enjoys”) from its object (“reading, writing, and hiking”).



Exercise 7 Answer: A. The teacher said: “Practice makes perfect.”

Explanation:

A colon is used before a quotation when the preceding clause is independent and introduces the quote as an explanation or formal statement.



Exercise 8 Answer: A. The Math section was challenging; the Reading section was easier.

Explanation:

Use a semicolon to separate two closely related independent clauses without a conjunction.



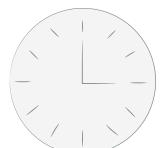
Exercise 9 Answer: A. ACT Prep Made Easy: Strategies for Success

Explanation:

A colon separates a title from a subtitle when the second part elaborates on the first.

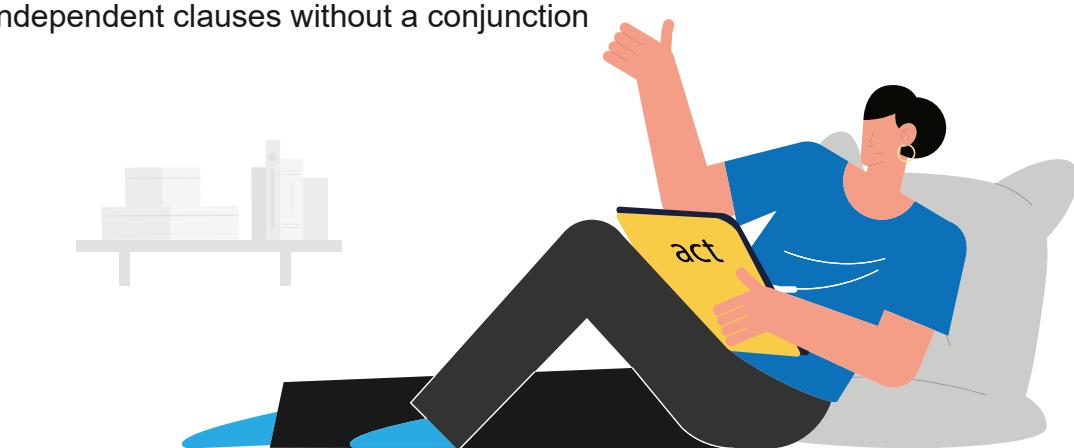


Exercise 10 Answer: A. I stayed late at the library; it was worth it.



Explanation:

A semicolon connects two independent clauses without a conjunction



3. ILLOGICAL CONNECTORS ANSWERS with EXPLANATIONS



Exercise 1 Answer: A. She studied hard for the test; however, she failed it.

Explanation:

“However” is used to show contrast between studying hard and failing. “Therefore,” “in addition,” and “as a result” imply a logical continuation, which is illogical here.



Exercise 2 Answer: A. It rained all day; as a result, the event was canceled.

Explanation:

“As a result” is correct because it shows the cause (rain) and effect (event cancellation). “However,” “furthermore,” and “instead” do not fit the cause-and-effect relationship.



Exercise 3 Answer: B. He loves reading; moreover, he enjoys writing as well.

Explanation:

“Moreover” is used to add information. The other options imply contrast or cause-and-effect, which are illogical in this context.



Exercise 4 Answer: C. similarly

Explanation:

“Similarly” implies a continuation of a shared characteristic, but the sentence requires a contrast connector like “therefore” or “as a result.”



Exercise 5 Answer: B. First, I finished my homework; next, I went to bed.

Explanation:

“Next” is appropriate to show the sequence of events. “Likewise,” “consequently,” and “however” are not logical here.



Exercise 6 Answer: A. however

Explanation:

“However” shows contrast, which fits the idea of the sun shining and the decision to stay indoors. “Therefore” implies causation, which is illogical here.



Exercise 7 Answer: B. The ACT is challenging; in fact, it requires strong time management skills.

Explanation:

“In fact” emphasizes the challenge by providing a specific supporting detail. “For example” suggests a broader generalization, which is less fitting.



Exercise 8 Answer: A. She was exhausted from studying; nevertheless, she completed her practice test.

Explanation:

“Nevertheless” is used to show that something happened despite a potential obstacle (exhaustion).



Exercise 9 Answer: B. furthermore

Explanation:

“Furthermore” suggests continuation, which is illogical because the misunderstanding contrasts with the clear guidelines. A better connector would be “however” or “nevertheless.”



Exercise 10 Answer: B. The test was difficult; however, I managed to finish on time.

Explanation:

Avoid using redundant connectors like “but” and “however” together. Only one connector is needed to show contrast.

4. REDUNDANCY ANSWERS with EXPLANATIONS



Exercise 1 Answer: C. The students worked together to complete the project.

Explanation:

“Together” already implies working as a group, so “as a group” is unnecessary. Option C is concise without losing meaning.



Exercise 2 Answer: B. The surprise startled everyone in the room.

Explanation:

“Unexpected” is redundant because a surprise is inherently unexpected. Option B is the most concise.



Exercise 3 Answer: B. She woke up at 6 a.m. to catch her flight.

Explanation:

The phrase “in the morning” is redundant because “a.m.” already specifies the time of day.



Exercise 4 Answer: B. The innovation revolutionized the tech industry.

Explanation:

“Innovation” already implies something new, so “new innovation” is redundant.



Exercise 5 Answer: C. The crowd filled the stadium.

Explanation:

“Of people” is unnecessary because a crowd always refers to people. “Large” may be implied by context, so it’s not needed unless specified.



Exercise 6 Answer: B. The teacher gave a summary of the chapter.

Explanation:

“Brief” and “summary” both imply brevity. The sentence is more concise without the unnecessary modifier.



Exercise 7 Answer: D. The twins were identical.

Explanation:

“Identical” already means “exactly alike,” so additional qualifiers like “exactly” or “in every way” are redundant.



Exercise 8 Answer: B. The result of the experiment was unexpected.

Explanation:

“End result” is redundant because “result” already implies the conclusion.



Exercise 9 Answer: B. The fundamentals of the course were easy to understand.

Explanation:

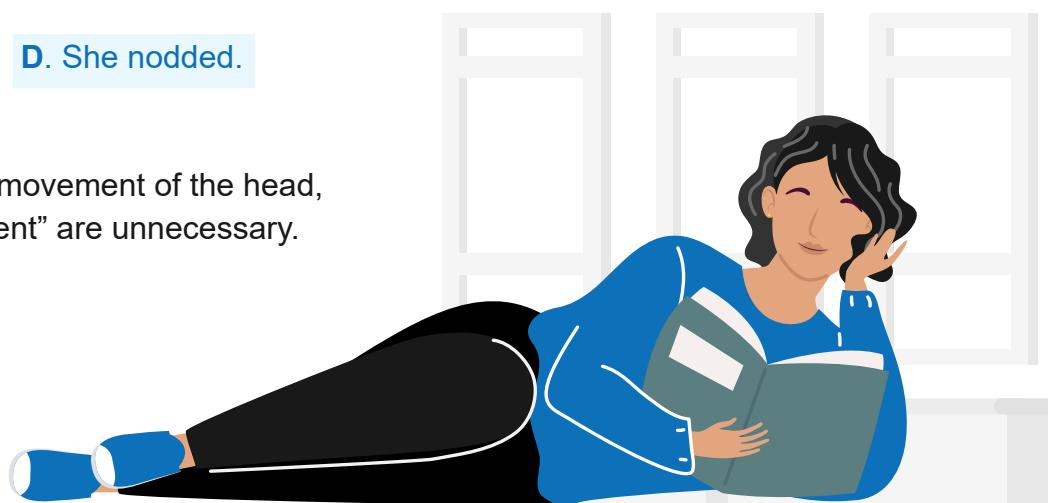
“Basic” is redundant because “fundamentals” already conveys this idea.



Exercise 10 Answer: D. She nodded.

Explanation:

“Nodded” already implies the movement of the head, so “her head” and “in agreement” are unnecessary.



5. IMPROPER VERB TENSE ANSWERS with EXPLANATIONS



Exercise 1 Answer: B. Yesterday, I finished my homework before going to bed.

Explanation:

“Yesterday” indicates past tense, so the verb must be “finished.” Other options incorrectly use present or mismatched tense.



Exercise 2 Answer: B. The teacher explains the lesson and answers questions.

Explanation:

Both verbs must remain in present tense to maintain consistency within the sentence.



Exercise 3 Answer: A. I will study for the test after I eat dinner

Explanation:

Future tense (“will study”) is appropriate, as the action will occur after dinner. “Ate” and “studied” do not match the future tense context.



Exercise 4 Answer: B. He was running late but decided to take the longer route.

Explanation:

The sentence remains consistent in past tense (“was running” and “decided”).



Exercise 5 Answer: B. By the time we arrived, the concert had started.

Explanation:

Past perfect (“had started”) is used to indicate an action that occurred before another past action (“we arrived”).



Exercise 6 Answer: A. I have completed my homework already.

Explanation:

Present perfect tense (“have completed”) is appropriate for actions that are completed but still relevant to the present.



Exercise 7 Answer: B. If I study more, I will get a better score.

Explanation:

For conditional sentences discussing future possibilities, the correct pairing is present tense (“study”) with future tense (“will get”).



Exercise 8 Answer: C. She is running every morning this week.

Explanation:

Present progressive (“is running”) is used for actions that are ongoing in the present.



Exercise 9 Answer: B. He arrived at the park early. He unpacked his picnic basket and sat under a tree when his friends came to join him.

Explanation:

All verbs remain in past tense, maintaining consistency throughout the paragraph.



Exercise 10 Answer: C. When the game ended, we celebrated our victory.

Explanation:

Both actions occurred in the past, so past tense is appropriate for both verbs (“ended” and “celebrated”).

6. FRAGMENTS ANSWERS with EXPLANATIONS



Exercise 1 Answer: **B.** While she was working on the project.

Explanation:

This is a dependent clause beginning with “while” and does not express a complete thought. It requires an independent clause to be complete.



Exercise 2 Answer: **A.** She was running late to class

Explanation:

The original fragment lacks a subject and verb. Option A completes the sentence with “she was.”



Exercise 3 Answer: **C.** Hoping to finish the test on time, they worked quickly.

Explanation:

Option C has both a subject (“they”) and a verb (“worked”), completing the thought.



Exercise 4 Answer: **C.** The teacher arrives early to class.

Explanation:

Option C includes a subject (“The teacher”) and a verb (“arrives”), making it a complete sentence.



Exercise 5 Answer: **B.** It was raining heavily.

Explanation:

Option B is an independent clause with a subject and a verb. The other options are dependent clauses that require additional information to be complete.



Exercise 6 Answer: **D.** Both A and C.

Explanation:

Both options A and C add the necessary subject and verb to make the fragment a complete sentence.



Exercise 7 Answer: B. After a long day at school.

Explanation:

This is a prepositional phrase that lacks a subject and verb, making it a fragment.



Exercise 8 Answer: D. He read the book and stayed up late to finish it.

Explanation:

Option D connects the fragment to a complete independent clause, creating a complete sentence.



Exercise 9 Answer: B. 1. She watched TV. 2. She took a nap. 3. She cooked dinner.

Explanation:

Option B uses full sentences with subjects and verbs, avoiding fragments.



Exercise 10 Answer: B. Barking loudly at the stranger.

Explanation:

“Barking loudly at the stranger” is a fragment because it lacks a subject and a complete verb.



7. POSSESSION ANSWERS with EXPLANATIONS



Exercise 1 Answer: A. The cat's toy was under the couch.

Explanation:

The apostrophe in “cat’s” indicates possession, showing that the toy belongs to the singular cat.



Exercise 2 Answer: C. The students' books were left in the classroom.

Explanation:

The apostrophe after “students” shows that the books belong to multiple students.



Exercise 3 Answer: B. The dog wagged its tail happily.

Explanation:

“Its” is the possessive form of “it,” while “it’s” is a contraction of “it is” or “it has.” Apostrophes are not used in possessive pronouns like “its.”



Exercise 4 Answer: B. The children's books were on the shelf.

Explanation:

“Children” is already plural, so the possessive form is “children’s.” Adding another “s” or apostrophe is incorrect.



Exercise 5 Answer: B. Sarah and John's house is located on Maple Street.

Explanation:

In joint possession, the apostrophe is placed only on the second name if the possession is shared.



Exercise 6 Answer: A. The teacher's desk was cluttered with papers.

Explanation:

The apostrophe in "teacher's" shows that the desk belongs to one teacher.



Exercise 7 Answer: A. Each student should bring their own book to the class.

Explanation:

"Their" is the correct possessive pronoun. "They're" is a contraction, and "there" refers to a location.



Exercise 8 Answer: A. The Joneses' garden is full of flowers.

Explanation:

For plural family names ending in "es," the apostrophe is placed after the "s."



Exercise 9 Answer: D. Both A and C.

Explanation:

Both options A and C are correct. "A friend of Sarah's" is a standard double possessive, while "Sarah's friend" is simpler but equally correct.



Exercise 10 Answer: A. The car's tires were flat.

Explanation:

The singular possessive form "car's" shows that the tires belong to one car. Option D would be correct for multiple cars.



8. BREVITY ANSWERS with EXPLANATIONS



Exercise 1 Answer: C. The book is full of fascinating details.

Explanation:

“Interesting” and “fascinating” are redundant. Option C is the most concise while preserving the meaning.



Exercise 2 Answer: C. Now, we need to make a decision.

Explanation:

“Now” is the most concise way to express the idea of immediacy.



Exercise 3 Answer: B. She went to the store to buy groceries.

Explanation:

The phrase “in order to” is unnecessarily wordy. Option B simplifies the sentence without changing its meaning.



Exercise 4 Answer: B. The spacious room was perfect for hosting events.

Explanation:

“Large” and “spacious” convey similar ideas. “Spacious” alone is sufficient.



Exercise 5 Answer: B. Since it was raining, the game was canceled.

Explanation:

“Since” is the most concise way to introduce the cause of the game’s cancellation.



Exercise 6 Answer: C. She repeated the instructions.

Explanation:

“Repeated” already implies doing something again, so “over and over again” is unnecessary.



Exercise 7 Answer: C. He was the tallest boy in the class.

Explanation:

Option C is the most concise and avoids unnecessary words while clearly expressing the comparison.



Exercise 8 Answer: B. The fundamentals of the course were explained.

Explanation:

“Basic” is redundant because “fundamentals” already implies something foundational.



Exercise 9 Answer: B. If you need assistance, call this number.

Explanation:

“If” is the most concise way to express the conditional idea.



Exercise 10 Answer: B. She was thrilled about the opportunity.

Explanation:

“Excited” and “thrilled” mean similar things, so only one is necessary. “Thrilled” is concise and effective.

9. PRONOUN ERROR Answer Key

1. Each of the students must bring (their, his or her) own lunch to the field trip.

 **Correction:** “his or her.”

 **Explanation:** “Each” is singular, so the pronoun must also be singular to agree in number.

2. Neither Sarah nor her friends remembered to bring (her, their) ID cards.

 **Correction:** “their.”

 **Explanation:** When using “neither/nor” with a plural subject closer to the verb, the pronoun must match the plural noun.

3. If anyone wants to participate, (they, he or she) should sign up by Friday.

 **Correction:** “he or she.”

 **Explanation:** Add a subordinating conjunction (“because”) to show the relationship between the clauses.

4. The committee gave (its, their) decision on the policy changes.

 **Correction:** “its.”

 **Explanation:** “Committee” is a collective noun and is treated as singular unless context suggests otherwise.

5. Every student must complete (their, his or her) assignments on time.

 **Correction:** “his or her.”

 **Explanation:** “Every” is singular, so the pronoun must agree in number.

6. The team celebrated (its, their) victory after the game.

 **Correction:** “its.”

 **Explanation:** “Team” is a collective noun and requires a singular pronoun unless context implies individual members are being referred to.

7. Either John or Alex forgot to bring (his, their) notebook to class.

Correction: “his.”

Explanation: “Either/or” indicates a singular subject, so the pronoun must also be singular.

8. The jury announced (its, their) verdict after deliberation.

Correction: “its.”

Explanation: “Jury” is a collective noun treated as singular when referring to the group as a whole.

9. One of the cars lost (its, their) headlights in the accident.

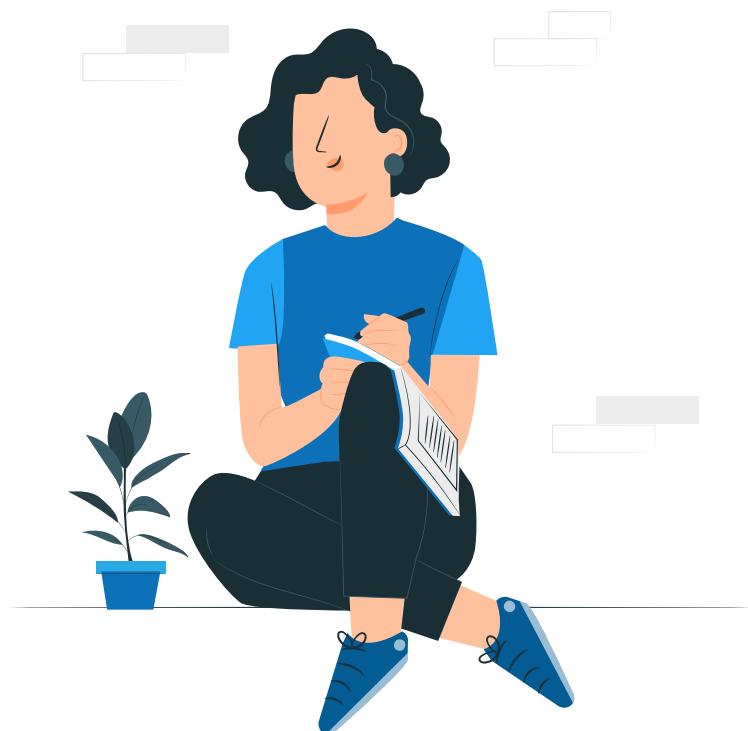
Correction: “its.”

Explanation: “One” refers to a singular car, requiring a singular pronoun.

10. Everyone in the class is responsible for submitting (their, his or her) own project.

Correction: “his or her.”

Explanation: “Everyone” is singular, so the pronoun must agree in number, though “their” is commonly used informally.



10. RUN-ON Answer Key

1. **The sun was setting we decided to set up camp.**

Correction: “The sun was setting, so we decided to set up camp.”

Explanation: Add a coordinating conjunction (“so”) to connect the two independent clauses correctly.

2. **I love reading books they are my favorite hobby.**

Correction: “I love reading books; they are my favorite hobby.”

Explanation: Use a semicolon to link closely related independent clauses.

3. **She didn’t want to go to the party she had a lot of work to do.**

Correction: “She didn’t want to go to the party because she had a lot of work to do.”

Explanation: Add a subordinating conjunction (“because”) to show the relationship between the clauses.

4. **The storm was approaching the children were playing outside.**

Correction: “The storm was approaching, and the children were playing outside.”

Explanation: Use a coordinating conjunction (“and”) with a comma to connect the clauses properly.

5. **He wanted to visit Paris he also wanted to explore Rome.**

Correction: “He wanted to visit Paris; he also wanted to explore Rome.”

Explanation: A semicolon is used to connect two closely related independent clauses.

6. A semicolon is used to connect two closely related independent clauses.

Correction: “The team worked hard, so they deserved the victory.”

Explanation: Use a coordinating conjunction (“so”) to indicate the cause-and-effect relationship.

7. The teacher explained the concept the students still didn’t understand it.

Correction: “The teacher explained the concept, but the students still didn’t understand it.”

Explanation: Use a coordinating conjunction (“but”) to contrast the two clauses.

8. We walked to the park we forgot to bring a picnic blanket.

Correction: “We walked to the park, but we forgot to bring a picnic blanket.”

Explanation: Use a coordinating conjunction (“but”) to connect the contrasting ideas.

9. He was excited about the trip he packed his bags the night before.

Correction: “He was excited about the trip, so he packed his bags the night before.”

Explanation: Use a coordinating conjunction (“so”) to connect the cause-and-effect relationship.

10. The store was closed we had to find another place to buy groceries.

Correction: “The store was closed; we had to find another place to buy groceries.”

Explanation: Use a semicolon to connect the two closely related independent clauses.

11. SUBJECT/VERB AGREEMENT Answer Key

1. The group of students (was, were) walking to the cafeteria.

Correction: “The group of students was walking to the cafeteria.”

Explanation: “Group” is a collective noun and is treated as singular, requiring a singular verb (“was”).

2. Each of the books (is, are) on the shelf.

Correction: “Each of the books is on the shelf.”

Explanation: “Each” is singular, requiring a singular verb (“is”).

3. The dogs in the yard (barks, bark) loudly at strangers.

Correction: “The dogs in the yard bark loudly at strangers.”

Explanation: “Dogs” is plural, requiring the plural verb “bark.”

4. The committee (disagree, disagrees) on the decision.

Correction: “The committee disagrees on the decision.”

Explanation: As a unit, “committee” is singular, so it takes a singular verb (“disagrees”).

5. Either the teacher or the students (has, have) completed the project.

Correction: “Either the teacher or the students have completed the project.”

Explanation: When subjects are joined by “or,” the verb agrees with the closest subject (“students” is plural, so “have” is used).

6. The pair of shoes (is, are) on the floor by the bed.

Correction: “The pair of shoes is on the floor by the bed.”

Explanation: “Pair” is singular, requiring a singular verb (“is”), despite “shoes” being plural.

7. Neither of the answers (was, were) correct on the test.

Correction: “Neither of the answers was correct on the test.”

Explanation: “Neither” is singular, requiring a singular verb (“was”).

8. The basketball team (wins, win) almost every game they play.

Correction: “The basketball team wins almost every game they play.”

Explanation: “Team” is singular, so it requires a singular verb (“wins”).

9. The box of chocolates (was, were) delivered yesterday.

Correction: “The box of chocolates was delivered yesterday.”

Explanation: “Box” is singular, so it takes a singular verb (“was”).

10. Both the cat and the dog (likes, like) to sleep in the sun.

Correction: “Both the cat and the dog like to sleep in the sun.”

Explanation: “Both” refers to two plural subjects, requiring the plural verb “like.”



12. PREPOSITIONS Answer Key

1. She arrived ___ the airport just in time for her flight.

 **Correction:** “She arrived at the airport just in time for her flight.”

 **Explanation:** “At” is used to indicate the specific point of arrival, such as a location like an airport.

2. The book is ___ the table.

 **Correction:** “The book is on the table.”

 **Explanation:** “On” is used to indicate something resting atop a surface.

3. He is interested ___ pursuing a career in medicine.

 **Correction:** “He is interested in pursuing a career in medicine.”

 **Explanation:** “In” is the correct preposition that follows “interested” to indicate involvement or focus on something.

4. We will meet ___ noon to discuss the project.

 **Correction:** “We will meet at noon to discuss the project.”

 **Explanation:** “At” is used to specify a particular time.

5. The children ran ___ the playground after school.

 **Correction:** “The children ran across the playground after school.”

 **Explanation:** “Across” is used to indicate movement from one side of the playground to the other.

6. I prefer coffee ___ tea in the mornings.

Correction: “I prefer coffee to tea in the mornings.”

Explanation: “To” is used with “prefer” to indicate the comparison between two options.

7. They apologized ___ their behavior during the meeting.

Correction: “They apologized for their behavior during the meeting.”

Explanation: “For” is the correct preposition used with “apologized” to indicate the reason for the apology.

8. The key is hidden ___ the flowerpot.

Correction: “The key is hidden under the flowerpot.”

Explanation: “Under” is used to indicate that the key is located beneath something.

9. She is capable ___ handling the situation on her own.

Correction: “She is capable of handling the situation on her own.”

Explanation: “Of” is the correct preposition that follows “capable” to indicate ability.

10. We stayed ___ the hotel for two nights during the trip.

Correction: “We stayed at the hotel for two nights during the trip.”

Explanation: “At” is used to indicate a specific place where someone stays or is located.

13. VOCABULARY IN CONTEXT Answer Key

1. The scientist's discovery was profound, leading to significant changes in the field.

 **Correction:** a) Deep and meaningful

 **Explanation:** "Profound" means having great depth or significance, particularly in terms of impact or understanding.

2. Despite his initial doubts, the leader gave a tentative response, indicating he needed more time to decide.

 **Correction:** b) Hesitant

 **Explanation:** "Tentative" means uncertain or not fully decided, reflecting hesitation.

3. The movie's ending was deliberately ambiguous, leaving the audience to interpret its meaning.

 **Correction:** b) Vague

 **Explanation:** "Ambiguous" refers to something open to more than one interpretation or unclear.

4. Her speech was filled with eloquent language that captivated everyone in the room.

 **Correction:** b) Persuasive and moving

 **Explanation:** "Eloquent" describes the ability to express oneself clearly and powerfully.

5. The athlete's performance was mediocre, far below what was expected.

 **Correction:** b) Average

 **Explanation:** "Mediocre" means of moderate or low quality, not exceptional.

6. The parents' support was unwavering, even in the face of challenges.

 **Correction:** b) Constant and steady

 **Explanation:** “Unwavering” means firm and unchanging, particularly in support or belief.

7. The author's lucid writing style made the complex topic easy to understand.

 **Correction:** b) Clear

 **Explanation:** “Lucid” means easy to understand or transparent in meaning.

8. The general remained pragmatic in his approach to strategy, focusing on achievable goals.

 **Correction:** a) Realistic

 **Explanation:** “Pragmatic” describes a practical, realistic approach to problem-solving.

9. The children were exuberant after hearing they were going to the amusement park.

 **Correction:** b) Overjoyed

 **Explanation:** “Exuberant” means filled with energy and excitement.

10. The novelty of the new gadget wore off quickly, and it became just another tool.

 **Correction:** a) Innovation

 **Explanation:** “Novelty” refers to something new or innovative, often associated with temporary excitement.

14. MISPLACED MODIFIERS Answer Key

1. Walking through the park, the flowers were blooming beautifully.

 **Correction:** “Walking through the park, I noticed the flowers blooming beautifully.”

 **Explanation:** The modifier “Walking through the park” must describe the person doing the walking, not the flowers.

2. She served pancakes to the children on paper plates.

 **Correction:** “She served pancakes on paper plates to the children.”

 **Explanation:** The modifier “on paper plates” should clarify that the pancakes, not the children, were on the plates.

3. The man walked his dog wearing a hat.

 **Correction:** “Wearing a hat, the man walked his dog.”

 **Explanation:** The modifier “wearing a hat” should describe the man, not the dog.

4. Driving down the street, the house appeared out of nowhere.

 **Correction:** “Driving down the street, I saw the house appear out of nowhere.”

 **Explanation:** The modifier “Driving down the street” must describe the person driving, not the house.

5. The student handed in her homework to the teacher that was completed.

 **Correction:** “The student handed in her completed homework to the teacher.”

 **Explanation:** The modifier “that was completed” should directly describe the homework, not the teacher.

6. Covered in frosting, the baker admired the cake.

Correction: “The baker admired the cake covered in frosting.”

Explanation: The modifier “Covered in frosting” should describe the cake, not the baker.

7. I nearly watched the movie for three hours.

Correction: “I watched the movie for nearly three hours.”

Explanation: The modifier “nearly” must clarify the duration, not the act of watching.

8. With a broken arm, the nurse helped the injured patient.

Correction: “The nurse helped the injured patient with a broken arm.”

Explanation: The modifier “With a broken arm” should describe the patient, not the nurse.

9. On her way to school, Sarah saw a squirrel driving a car.

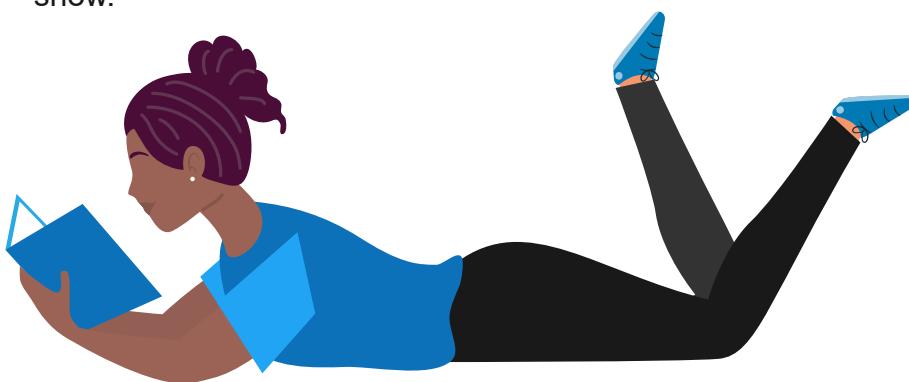
Correction: “On her way to school, Sarah saw a car being driven by a squirrel.”

Explanation: The modifier “driving a car” should clearly refer to the squirrel, not Sarah.

10. The modifier “driving a car” should clearly refer to the squirrel, not Sarah.

Correction: “Staring out the window, I watched the snow fall softly.”

Explanation: The modifier “Staring out the window” should describe the person, not the snow.



15. ADJECTIVES & ADVERBS Answer Key

1. The girl ran (quick, quickly) to catch the bus.

 **Correction:** “The girl ran quickly to catch the bus.”

 **Explanation:** “Quickly” is an adverb that modifies the verb “ran.”

2. He felt (bad, badly) about missing the meeting.

 **Correction:** “He felt bad about missing the meeting.”

 **Explanation:** “Bad” is an adjective used with linking verbs like “felt” to describe a state of being.

3. The teacher explained the concept (clear, clearly) to the students.

 **Correction:** “The teacher explained the concept clearly to the students.”

 **Explanation:** “Clearly” is an adverb that modifies the verb “explained.”

4. This is the (more, most) exciting book I've ever read.

 **Correction:** “This is the most exciting book I've ever read.”

 **Explanation:** “Most” is used to express the superlative degree of comparison.

5. The recipe calls for the (fewer, less) amount of sugar than expected.

 **Correction:** “The recipe calls for the less amount of sugar than expected.”

 **Explanation:** “Less” is used with uncountable nouns like “amount.”

6. She sings (beautiful, beautifully), captivating everyone in the room.

 **Correction:** “She sings beautifully, captivating everyone in the room.”

 **Explanation:** “Beautifully” is an adverb that modifies the verb “sings.”

7. He is the (tall, tallest) player on the basketball team.

 **Correction:** “He is the tallest player on the basketball team.”

 **Explanation:** “Tallest” is the superlative form of the adjective “tall,” used to compare one individual against all others.

8. The car drove (smooth, smoothly) down the highway.

 **Correction:** “The car drove smoothly down the highway.”

 **Explanation:** “Smoothly” is an adverb that modifies the verb “drove.”

9. She performed (good, well) on the test despite her nerves.

 **Correction:** “She performed well on the test despite her nerves.”

 **Explanation:** “Well” is an adverb used to modify the verb “performed.”

10. The instructions were (easy, easily) to follow.

 **Correction:** “The instructions were easy to follow.”

 **Explanation:** “Easy” is an adjective that describes the noun “instructions.”

16. PARALLELISM Answer Key

1. **She enjoys hiking, to swim, and biking.**

■ **Correction:** “She enjoys hiking, swimming, and biking.”

■ **Explanation:** All items in the list should be in the same form (gerunds: hiking, swimming, biking).

2. **The coach asked us to stretch our legs, warm up our arms, and that we should focus on our breathing.**

■ **Correction:** “The coach asked us to stretch our legs, warm up our arms, and focus on our breathing.”

■ **Explanation:** The verbs “stretch,” “warm up,” and “focus” should all follow the same structure.

3. **The new policy is clear, concise, and it's easy to understand.**

■ **Correction:** “The new policy is clear, concise, and easy to understand.”

■ **Explanation:** All items should follow the same descriptive structure (“clear, concise, and easy to understand”).

4. **The students were not only excited but also were feeling nervous about the exam.**

■ **Correction:** “The students were not only excited but also nervous about the exam.”

■ **Explanation:** The parts after “not only” and “but also” should match in structure.

5. **My goals include graduating from college, finding a fulfilling job, and to travel the world.**

■ **Correction:** “My goals include graduating from college, finding a fulfilling job, and traveling the world.”

■ **Explanation:** All items in the list should be in gerund form (“graduating,” “finding,” “traveling”).

6. The dog ran across the yard, barked at the stranger, and was digging a hole.

Correction: “The dog ran across the yard, barked at the stranger, and dug a hole.”

Explanation: The verbs should be consistent in tense (“ran,” “barked,” “dug”).

7. In his free time, he likes reading books, to watch movies, and playing video games.

Correction: “In his free time, he likes reading books, watching movies, and playing video games.”

Explanation: All items should be consistent in form (gerunds: “reading,” “watching,” “playing”).

8. She is not only an excellent musician but also dances professionally.

Correction: “She is not only an excellent musician but also a professional dancer.”

Explanation: The structure following “not only” and “but also” should match (noun phrases: “an excellent musician,” “a professional dancer”).

9. The instructions said to open the package carefully, pour the contents into a bowl, and then you should mix it thoroughly.

Correction: “The instructions said to open the package carefully, pour the contents into a bowl, and mix it thoroughly.”

Explanation: All verbs should follow the same infinitive form (“to open,” “pour,” “mix”).

10. The chef prepared the meal quickly, efficiently, and with precision.

Correction: “The chef prepared the meal quickly, efficiently, and precisely.”

Explanation: All adverbs should follow the same structure (“quickly,” “efficiently,” “precisely”).

17. CASUAL LANGUAGE Answer Key

1. **The project totally fell apart because everyone was slacking off.**

■ **Correction:** “The project failed because the team did not put in sufficient effort.”

■ **Explanation:** Replace informal phrases like “totally fell apart” and “slacking off” with formal equivalents.

2. **The movie was awesome, but the ending kinda sucked.**

■ **Correction:** “The movie was excellent, but the ending was disappointing.”

■ **Explanation:** Avoid slang like “awesome” and “sucked,” opting for more precise language.

3. **She didn’t like the class, so she bailed halfway through the semester.**

■ **Correction:** “She did not enjoy the class, so she withdrew halfway through the semester.”

■ **Explanation:** Replace “bailed” with “withdrew,” which is more formal and specific.

4. **The food was so good, I literally couldn’t stop eating.**

■ **Correction:** “The food was delicious, and I found it difficult to stop eating.”

■ **Explanation:** Use precise terms like “delicious” instead of casual phrases like “so good.”

5. **He messed up big time on the test because he didn’t study.**

■ **Correction:** “He performed poorly on the test because he did not study.”

■ **Explanation:** Replace “messed up big time” with “performed poorly” for a more formal tone.

6. **The teacher was super mad when the students didn’t do their homework.**

■ **Correction:** “The teacher was extremely upset when the students failed to complete their homework.”

■ **Explanation:** Replace casual terms like “super mad” with formal phrases like “extremely upset.”

7. The experiment didn't work out, so we just said, 'Whatever,' and tried something else.

- **Correction:** "The experiment was unsuccessful, so we adjusted our approach and tried an alternative method."
- **Explanation:** Eliminate slang like "didn't work out" and "whatever," opting for formal phrasing.

8. She was like, 'I don't know what to do,' and then just gave up.

- **Correction:** "She said, 'I am unsure of what to do,' and then decided to stop trying."
- **Explanation:** Replace "was like" with "said" and clarify "gave up" with "decided to stop trying."

9. The speech was boring, and everyone was just sitting there zoned out.

- **Correction:** "The speech was unengaging, and the audience appeared distracted."
- **Explanation:** Use formal terms like "unengaging" and "distracted" instead of "boring" and "zoned out."

10. The presentation was a fail because the tech kept crashing.

- **Correction:** "The presentation was unsuccessful due to repeated technical difficulties."
- **Explanation:** Replace casual phrases like "a fail" and "tech kept crashing" with more formal equivalents.



18. UNCLEAR ANTECEDENTS Answer Key

1. Sarah told Emily that she needed to study more for the test.

 **Correction:** “Sarah told Emily that Emily needed to study more for the test.”

 **Explanation:** Specify that “Emily” is the one who needs to study to eliminate ambiguity.

2. The box was placed on the table, but it was broken.

 **Correction:** “The box was placed on the table, but the box was broken.”

 **Explanation:** Clarify that “the box,” not the table, was broken.

3. When the dog barked at the cat, it ran into the house.

 **Correction:** “When the dog barked at the cat, the cat ran into the house.”

 **Explanation:** Specify that “the cat” ran into the house to remove ambiguity about which animal acted.

4. John and Mike argued about the project, but he decided to leave the group.

 **Correction:** “John and Mike argued about the project, but Mike decided to leave the group.”

 **Explanation:** Identify “Mike” as the one who left the group for clarity.

5. The car hit the tree, but it was not seriously damaged.

 **Correction:** “The car hit the tree, but the car was not seriously damaged.”

 **Explanation:** Specify that “the car” was not seriously damaged to avoid confusion about whether the tree was damaged.

6. Lisa gave her sister a book for her birthday, but she didn't like it.

Correction: “Lisa gave her sister a book for her birthday, but her sister didn't like it.”

Explanation: Clarify that “her sister” did not like the book, not Lisa.

7. The manager spoke with the employee because they were not meeting expectations.

Correction: “The manager spoke with the employee because the employee was not meeting expectations.”

Explanation: Replace “they” with “the employee” to clarify who was not meeting expectations.

8. The teacher handed the students their tests, and they were difficult.

Correction: “The teacher handed the students their tests, and the tests were difficult.”

Explanation: Clarify that “the tests” were difficult, not the students.

9. The team met with the coach, but they didn't seem very motivated.

Correction: “The team met with the coach, but the team didn't seem very motivated.”

Explanation: Specify that “the team” lacked motivation, not the coach.

10. The teacher told the student that her essay was excellent, but she still needed to work on grammar.

Correction: “The teacher told the student that the student's essay was excellent, but the student still needed to work on grammar.”

Explanation: Clarify that “the student” needed to work on grammar, not the teacher.

ACT ENGLISH PRACTICE TEST

9 Minutes -15 Questions



PASSAGE I

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

The Record

The moment I had been anticipating finally came on a seemingly routine Monday. I arrived home to find a flat package; left by the delivery man¹ casually leaning against the front screen door. Reading the words Caution! Do not bend! scrawled on² the top of the box, I immediately inside, and³ but still really be box, I immediately inside, and³ but still really be recognized my uncle's sloppy handwriting. I quickly ushered the box my heart kipping a beat (or two). I knew what the box contained felt as anxious as a child on Christmas morning. Could this be the old vinyl record?

My hands trembled as I opened the box, of which⁴ I was that it did indeed contain the record I had been seeking for To an outsider, this dusty disc with its faded hand-written would seem inconsequential. To others, on the other hand, it was worth something far greater⁵. The record was a compilation from the greatest musician I had ever known-my grandfather.

Several years before he married my grandmother, Papa would make⁶ his living as a folk singer in a band. Performing⁷ in music halls and local festivals. He recorded a single album produced by Great Sounds Records⁸ before giving up his professional music career to pursue business. This record was all that remained of his life's



passion-in fact,⁹ there had been¹⁰ only one surviving copy since Papa's death 10 years earlier. It took many years of begging and pleading¹¹ to convince my uncle to pass the record down to me.

I brought out my old record player from the attic and gently placed the disc on the turntable. As soft, twanging notes filled the room, I was transported to my grandfather's cabin, located at the foot the mountains.¹² My cousins and I would gather around the campfire every night to roast marshmallows, cook hotdogs, and listen to my grandfather's old stories. Of the many familiar favorites, Papa would pick up his guitar and play all of our familiar tunes.¹³

When the record started playing one of my favorite songs, I struggled to hold back my tears. It was a bittersweet reminder of the man I loved and missed,¹⁴ Papa's gentle voice on the record, however, assured me,¹⁵ that he was still with me, both in spirit and in song.

1. A. NO CHANGE
B. package, left by the delivery man
C. package; left by the delivery man,
D. package, left by the delivery man,
2. F. NO CHANGE
G. were scrawled on
H. scrawl on
J. scrawled
3. A. NO CHANGE
B. inside,
C. inside and
D. inside, when
4. F. NO CHANGE
G. box that
H. box and
J. box
5. Given that all the choices are true, which one would most effectively illustrate the difference between outsiders' perception of the record and its actual significance to the writer's family?
A. NO CHANGE
B. In fact, the recording was not heard by many people outside my family.
C. To my family, however, it was a precious heirloom.
D. The disc would be in better condition had my uncle stored it in a sleeve.
6. F. NO CHANGE
G. would have made
H. would have been making
J. had made

7. A. NO CHANGE
B. band; performing
C. band, which he had performed
D. band, performing

8. F. NO CHANGE
G. album, produced by Great Sounds Records,
H. Great Sounds Records album
J. album

9. A. NO CHANGE
B. even so,
C. since,
D. for example,

10. F. NO CHANGE
G. had been about
H. is
J. was to be

11. A. NO CHANGE
B. begging
C. pleadingly begging
D. begging the plea



- 12.** At this point in the essay, the writer wants to suggest the significance of his grandfather's cabin to the writer's upbringing. Given that all the choices are true, which one would best accomplish that purpose?

F. NO CHANGE

- G. where I had spent many childhood summers.
H. which I still remembered well.
J. a family property for many generations.

- 13.** A. NO CHANGE

- B. Playing all of our favorite songs, the many familiar tunes and guitar would be picked up by Papa.
C. Papa would also pick up his guitar and strum familiar tunes, playing all of our favorite songs, of which there were many.
D. Picking up his guitar, Papa would also play strumming familiar tunes all of our favorite, of which there were many, songs.

- 14.** F. NO CHANGE

- G. missed for
H. missed.
J. missed

- 15.** A. NO CHANGE

- B. me
C. me-
D. me;

PASSAGE II

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Road Trips Back Home

During my junior year of college, it became a kind of ritual for a group of us to hop in a car and “discover” a new suburb every month. At first, we all agreed, we had come to college in this major city to escape what we thought were our boring lives in our various places of origin, but after a time, we realized that it would be impossible for us to turn old lives¹ completely. I grew up in Pennsylvania, many parts of which look like the ones we drove to.²

The first stop was typically some old diner, which reminded each of us of one from our various hometowns. There we’d usually sit, chat with the restaurant’s owners³ drink a cup of coffee, and figure out which new and exciting place we’d be driving to next. Even now I can remember one Maryland, whose sign we could see flickering from the highway as we all agreed turned off looking forward to it in anticipation.⁴ Although we had times that it had to be a new town each time, we tacitly agreed a few to break the rules and come back to this place.⁵

After we had taken nourishment (usually a grilled cheese sandwich, a patty melt, or something similarly nutritious that could be ordered from⁶ the menu) for our “big night out,” we would then drive on. We got to know the lay of the land so well that we could usually just follow our noses to the kinds of places we liked to visit in these towns, typically stopping by the biggest retailer we could find. There we’d buy industrial-sized packs from childhood⁷ of instant noodles, huge packs



of soda, and other types of foods we all remembered but which we were either too embarrassed to buy in front of other people at the University market, or which were too expensive in the city, where there is a lot more variety.⁸ Going⁹ to as many places like this as we could, we were always sure to happen upon something strangely familiar to us. The place-whether it was one of a million grocery stores, movie theaters, or fast-food restaurants-were¹⁰ unimportant; it seemed that everywhere had something special for at least one of us, and even now, many years on, I still think of these trips fondly.¹¹

Looking back, I'm still not sure why we took these trips. Nevertheless,¹² I have been living in an urban environment now for almost eight years, and should I ever have to move back to the suburbs, I will certainly go reluctantly. Sometimes, though, even now that I live in a different city, I'll still sneak out to those kinds of places once in a while and just drive about the town.¹³ I guess, in a way, many of those early memories are like that diner sign we could see from the highway; most people would never notice that old sign, but to those of us who cherish it in our hearts¹⁴ and what it represents, we all harbored a great hope that it would still be burning the same as we remembered every time we drove by or came back.¹⁵

1. F. NO CHANGE
G. lives,
H. live's
J. lives'
2. Given that all the choices are true, which one best supports the point that the narrator and his friends all shared a common background?
A. NO CHANGE
B. Many suburbs have become as populous as the cities they surround.
C. The first major migration of families from the city to the suburbs occurred in the late 1940s and early 1950s.
D. Our hometowns were all over the map, but they all shared a palpable likeness.
3. F. NO CHANGE
G. owners;
H. owners'
J. owners,
4. A. NO CHANGE
B. in anticipation.
C. excited and looking forward to it.
D. in anticipation and expectation.

5. At this point, the writer is considering adding the following true statement:
Many diners have been forced to shut down to make way for larger,
national chain restaurants.
- Should the writer make the addition here?
- F. Yes, because it provides important contextual information relevant to the passage.
G. Yes, because it helps readers to see why the narrator was drawn to this particular diner.
H. No, because it interrupts the flow of the paragraph, which is primarily a personal reflection.
J. No, because it alters the focus of the paragraph from a discussion of driving to a discussion of specific places.
6. A. NO CHANGE
B. whom could be ordered from
C. whom could order
D. that were ordering
7. The best placement for the underlined phrase would be:
F. where it is now
G. after the word noodles.
H. after the word soda.
J. after the word remembered
8. Which choice most effectively supports and elaborates on the description in an earlier part of this sentence?
A. NO CHANGE
B. where prices for such basic foods were steep.
C. where we didn't like to drive the car.
D. where most of us had only small refrigerators.

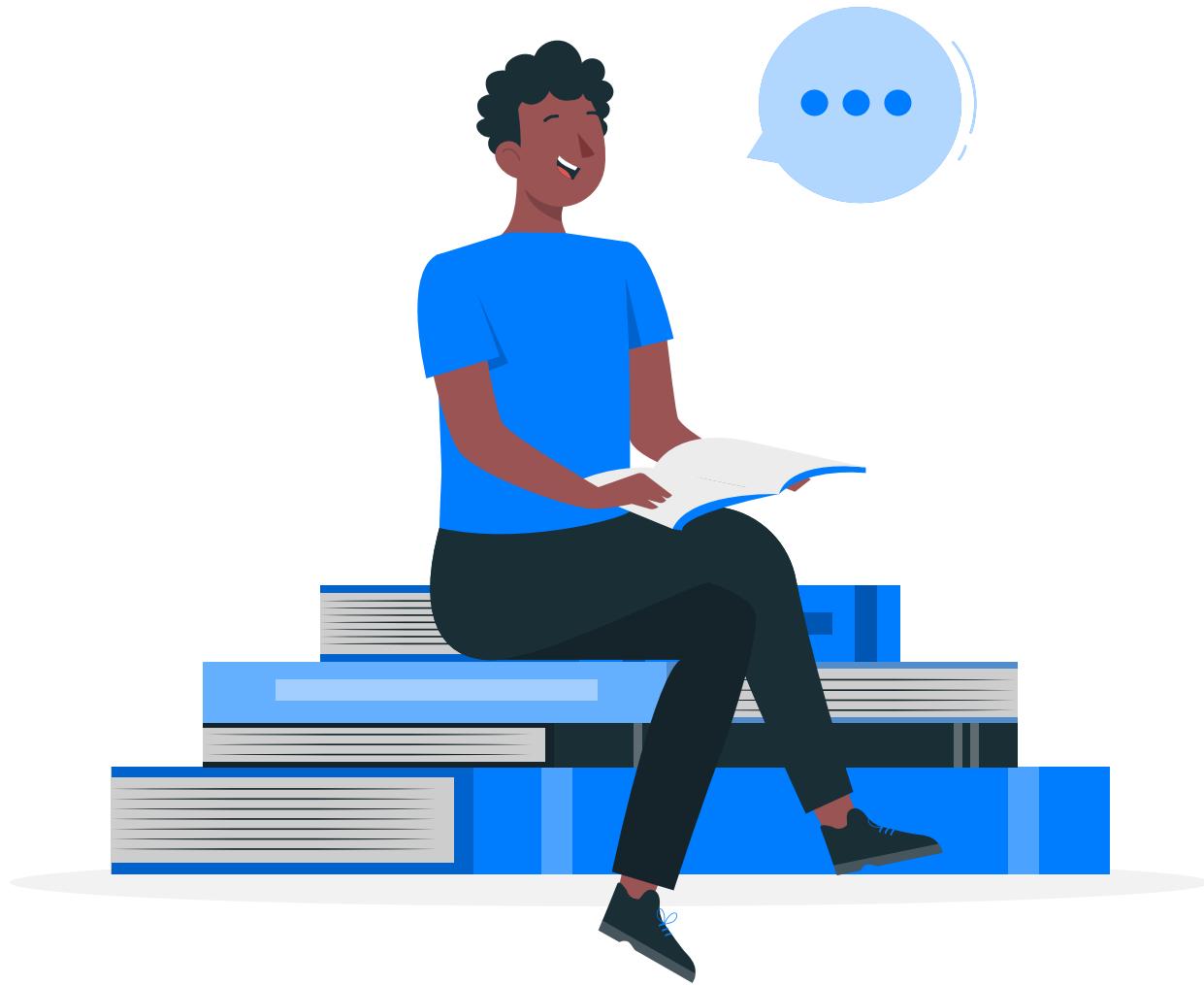
9. Which of the following alternatives to the underlined portion would NOT be acceptable?
- F. As we went
G. While going
H. While we went
J. We went
10. A. NO CHANGE
B. was
C. have been
D. are
11. Given that all the choices are true, which one most effectively signals the shift in focus that occurs when moving from this paragraph to the next?
- F. NO CHANGE
G. we all remained friends ·until we graduated.
H. I regret not having spent more time in the city when I had the chance.
J. I haven't been back to any of those places since 1 graduated.
12. A. NO CHANGE
B. Therefore,
C. Nonetheless,
D. DELETE the underlined portion.
13. Which of the following alternatives to the underlined portion would NOT be acceptable?
- F. among the town.
G. about.
H. around.
J. around the town.

14. A. NO CHANGE

- B. have a great fondness for it
- C. have strong feelings of adoration for it
- D. cherish it

15. F. NO CHANGE

- G. we were coming back.
- H. were returning.
- J. there was a return by us.



PASSAGE III

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and question 15 will ask you to choose where Paragraph 3 should most logically be placed.

The Palio of Siena

[1]

Siena is an old, picturesque city located in the hills of Tuscany. Even though¹ its inhabitants live modern lives, many historical markers from as far back as medieval Italy still remain throughout the city.² Another remnant from Siena’s rich history that still plays a very prominent role today is the tradition of Il Palio.

[2]

Il Palio di Siena is a biannual horse race that is held twice a year,³ once in July and once in August. A field of ten bareback horses races three laps around a dangerously steep track circling the city’s central plaza, the Piazza del Campo, each with two dreaded right-angle turns.⁴ Even though Il Palio lasted⁵ only about 90 seconds, its importance in Siena goes far beyond the race itself.

[3]

Members are fiercely committed emotionally, socially, and financially to their own contrada. Because the members⁶ voluntarily tax themselves to support their own contrada and to invest in a good horse and jockey for the biannual race. Jockey salaries for a single race often exceed

250,000 euros! This is, however,⁷ a small price to pay to achieve victory at Il Palio. Seeing the colors and arms of their contrada in the winner's circle is the most glorious event--even more so than getting married for⁸ many Sienese citizens. Old men weep openly out of sheer joy, and elated adults and children parade. Throughout⁹ the city with their newly won silk banner, also called the palio.

[4]

The brief race is a spectacular culmination of an entire way of life in Siena. Every citizen belongs to one of seventeen city districts, collectively known as the Contrade.¹⁰ Contrada is the term for a single district that has its own color and arms, such as the Aquila (the eagle) or Bruco (the caterpillar). A contrada is the source of so much local patriotism that every important event: from¹¹ baptisms to food festivals, is celebrated only within one's own contrada and fellow members, who¹² become more like family.

[5]

After the actual race day, the Palio festivities continue for a minimum of two weeks. Thousands of visitors from around the world travel to Siena during the summer; not¹³ only to witness the exciting race but also to attend the after-parties were thrown¹⁴ by the locals. While the Palio is not as important to outsiders who do not live in Siena as it is to the Sienese, the race and the festivities that follow are a spectacular experience.



1. Which of the following alternatives to the underlined portion would be LEAST acceptable?

 - A. Although
 - B. While
 - C. Though
 - D. When

2. Which of the following true statements, if inserted here, would best connect the first part of Paragraph I with the last part while illustrating the main idea of this paragraph?

 - F. Like most Italian cities, Siena is very serious about soccer, a modern sport codified in England in the 1800s.
 - G. Cobblestone streets and Gothic architecture are blended with modern sidewalk cafes and trendy designer stores.
 - H. The city of Siena is certainly a mixture of ancient and contemporary practices.
 - J. Siena is a major cultural center that offers numerous examples of art and architecture by Renaissance masters.

3.

 - A. NO CHANGE
 - B. a biannual race that is held two times a year,
 - C. a horse race that is held twice a year,
 - D. a biannual horse race, held

4. Assuming that a period will always be placed at the end of the sentence, the best placement for the underlined phrase would be:

 - F. where it is now.
 - G. after the words horses race (setting the phrase off with commas).
 - H. after the word laps (setting the phrase off with commas).
 - J. after the word plaza (setting the phrase off with commas).

5. A. NO CHANGE

B. will last

C. lasts

D. had lasted

7. A. NO CHANGE

B. moreover,

C. for instance,

D. therefore,

8. F. NO CHANGE

G. married-for

H. married, for

J. married; for

9. A. NO CHANGE

B. parade; throughout

C. parade throughout

D. parade throughout,

10. F. NO CHANGE

G. Contrade

H. Contrade,

J. Contrade yet

11. A. NO CHANGE

B. event, from

C. event: from

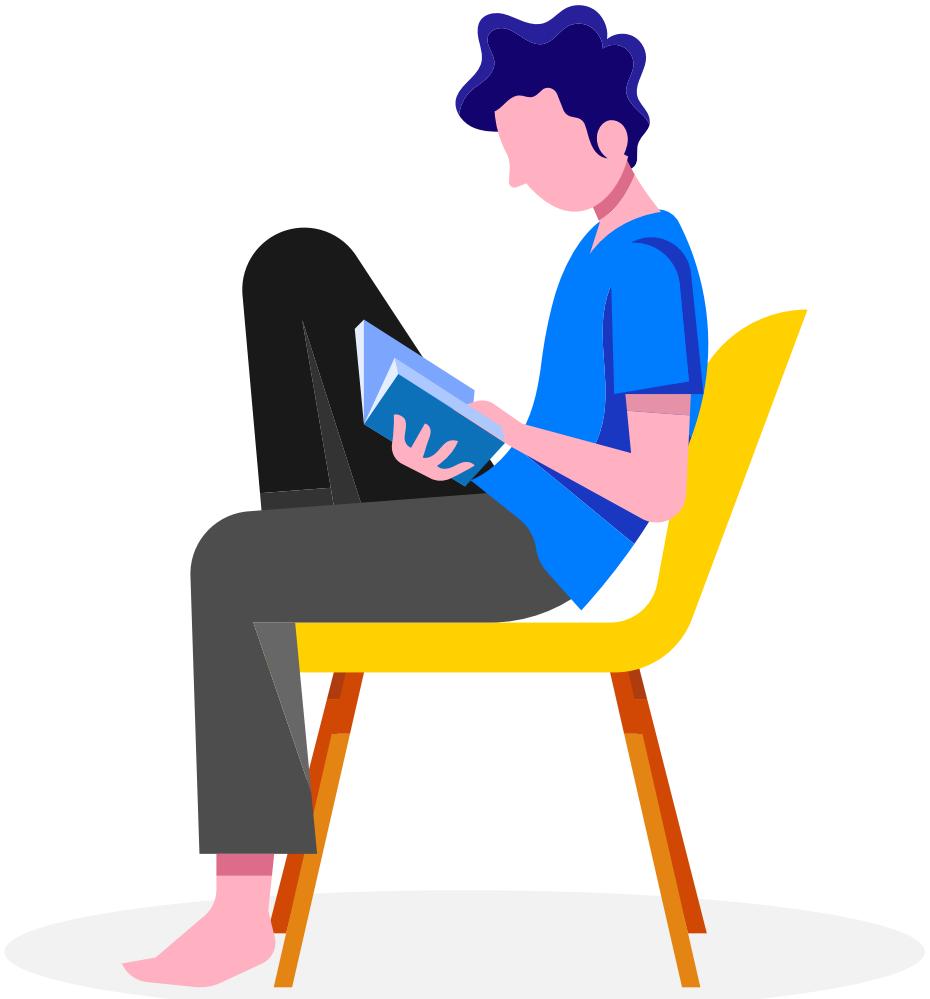
D. event-from

6. F. NO CHANGE

G. Though this

H. In addition, they

J. They



12. F. NO CHANGE

- G. for whose
- H. whose
- J. whom

13. A. NO CHANGE

- B. summer. Not
- C. summer not
- D. summer, not

14. F. NO CHANGE

- G. thrown
- H. were threw
- J. threw

Question 15 asks about the preceding passage as a whole.

15. For the sake of the logic and coherence of this essay, the best placement for Paragraph 3 would be:

- A. where it is now.
- B. before Paragraph 1.
- C. before Paragraph 2.
- D. before Paragraph 5.

PASSAGE IV

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

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.

Sherwood Anderson the Pioneer

[1]

Sherwood Anderson saw his first novel, Windy McPherson's Son, published in 1916, but it was not until 1919 with the publication of his masterpiece Winesburg, Ohio that Anderson was pushed to the forefront of it¹ in American literature. The latter book, something between a short-story collection and a novel, helping² to inaugurate an age of a truly homespun American Modernism.

[2]

As other writers began to supplant him in the popular imagination, Anderson tireless³ continued his literary experimentation until his death in 1941. In the contemporary popular imagination, Anderson's influence often appears to be⁴ diminishing. But it takes only a few pages of Winesburg, Ohio or many of his other short stories, articles, and novels to see that Anderson is still very much with us today and that much of what we understand about ourselves as Americans was made clear to us only by the pen of the advertising man from Ohio.

[3]

Sherwood Anderson would be seen by a new generation of American writers as the first author to take a real step until⁵ creating a type of literature that was in tune with something previously only associated with Europe. Anderson was able to fuse⁶ his sense of the passing of the Industrial Age in America with a type of uniquely American expression that sought to replace previous literary conventions with more local expressions of fragmentation and alienation.



[4]

With Winesburg, Ohio, Anderson inspired⁷ a younger group of writers, among whose ranks were Ernest Hemingway and William Faulkner, to embrace their American experiences and to express them in ways separate from those being expressed by European writers or American expatriates, as American writers living abroad were known.⁸ When Winesburg, Ohio finally appeared in 1919, its general reception was positive, but limited⁹ to those who were able to find copies of the book. Anderson's later books, such as Dark Laughter, would go on to sell many more copies.¹⁰

[5]

In the 1920s, Anderson wrote some direct responses to the more explicit examples of literary Modernism in Europe. In the 1930s, Anderson wrote Beyond Desire.¹¹ But Anderson's most important contributions in the 1920s and 1930s are best felt indirectly through the works of the various writers¹² he inspired. Anderson was among the first to explore the troubled relationship between the city and the rural town, the direct style to which we so often apply the name, "American."¹³ and the idea that deeply intellectual concerns can be relevant to everyday people as much as they can to academics. Even today, Anderson's initial treatment of these themes remains an important starting point for anyone interested in American culture.

1. F. NO CHANGE
G. this
H. a new movement
J. a thing
2. A. NO CHANGE
B. which helped
C. helped
D. was helped
3. The best placement for the underlined word would be:
F. where it is now.
G. before the word death.
H. after the word experimentation.
J. before the word literary.
4. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. can seem to be
B. appeared to be
C. seems to be
D. can appear to be
5. F. NO CHANGE
G. at
H. toward
J. DELETE the underlined portion.
6. A. NO CHANGE
B. fuse;
C. fuse:
D. fuse,
7. Which of the following alternatives to the underlined portion would be LEAST acceptable
F. encouraged
G. motivated
H. forced
J. emboldened

8. A. NO CHANGE
B. expatriates, as American writers living abroad, were known.
C. expatriates as American writers living abroad were known.
D. expatriates as American writers living abroad, were known.
9. F. NO CHANGE
G. positive but limited,
H. positive; but limited
J. positive but limited
10. Given that all the choices are true, which one best supports the point that although Anderson's book was difficult to find, those who read it were very impressed?
A. NO CHANGE
B. Many critics still preferred the older European models of writing.
C. Winesburg, Ohio remains one of Anderson's best-loved books.
D. Those who did secure a copy of Winesburg, Ohio felt that it
inaugurated a new age in American literature.
11. Given that all the following are true, which one, if added here, would provide the clearest and most effective indication that Anderson was doing things that had not been done before in American literature?
F. , which addressed social questions that only social scientists and
propagandists dared touch.
G. , which was heavily influenced by the literature of the Southern Populist movement.
H. , which has been named by many literary critics as a highlight from Anderson's later work.
J. , which was not as highly revered as Winesburg, Ohio.
inaugurated a new age in American literature.

- 12.** The best placement for the underlined phrase would be:
- A. where it is now.
 - B. after the word contributions.
 - C. after the word 1930s.
 - D. after the word inspired (ending the sentence with a period).
- 13.** F. NO CHANGE
- G. name “American,”
 - H. name “American”
 - J. name, “American”
- Questions 14 and 15 ask about the preceding passage as a whole.**
- 14.** For the sake of the logic and coherence of this essay, Paragraph 2 should be placed:
- A. where it is now.
 - B. after Paragraph 3.
 - C. after Paragraph 4.
 - D. after Paragraph 5.
- 15.** Suppose the writer’s goal was to draft an essay that would show the influence of one American author on the work of future authors. Does this essay successfully accomplish this goal?
- F. Yes, because it describes an interesting group of authors and focuses on the literature of a particular country.
 - G. Yes, because it gives a brief description of Sherwood Anderson’s writing career and discusses his influence on writers whom his work inspired.
 - H. No, because it limits the focus to the contrasts between American writing and European writing.
 - J. No, because it refers only to events that took place in the twenties and thirties.

PASSAGE V

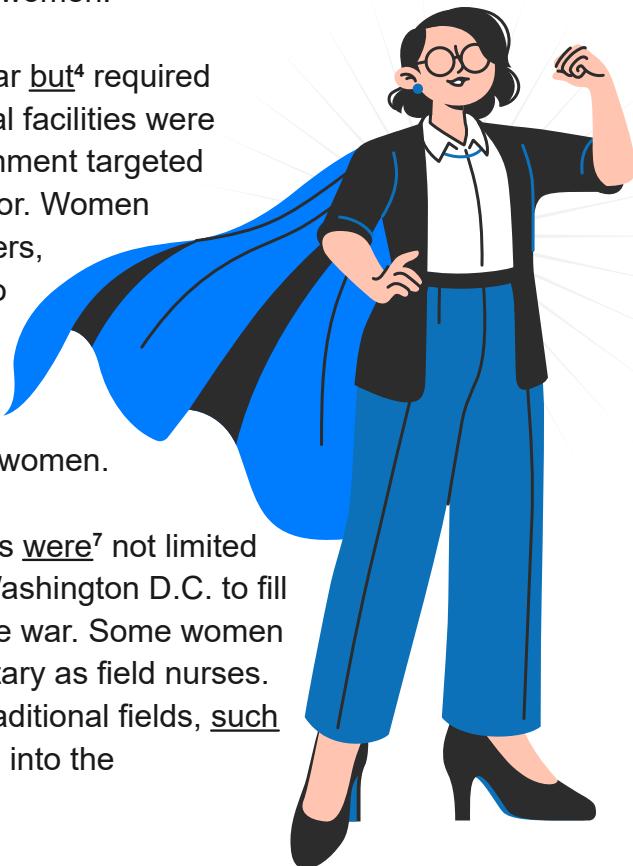
DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Women at Work

World War II offered numerous employment opportunities for women in the United States. As the men headed to the war front, the work force retracted and diminished¹ on the home front, and women begun² to take over responsibilities traditionally assigned to men. These³ responsibilities included work previously deemed inappropriate for women.

The government realized that participation in the war but⁴ required the use of all national resources. American industrial facilities were turned into war production factories, and the government targeted the female population as an essential source of labor. Women worked in factories and shipyards as riveters, welders, and machinists making⁵ everything from uniforms to munitions to airplanes, they directly contributed to the war effort. The number of women in the workforce⁶ increased from 12 million in 1940 to 18 million in 1944. By 1945, 36% of the laborers were women.

Women's increased presence in wartime workforces were⁷ not limited to factories and shipyards.⁸ Thousands moved to Washington D.C. to fill government jobs exclusively held by men before the war. Some women engaged in farm labor, and others joined the military as field nurses. The shortage of men also led to openings in non-traditional fields, such as day-care.⁹ Since many players had been drafted into the



armed services, Major League Baseball parks around the country were on the verge of collapse when a group of Midwestern businessmen devised a brilliant solution to the player shortage.

The All-American Girls Professional Baseball League was created in 1943 and offered a unique blend of baseball and softball suitable for female players. Founder, Philip K. Wrigley and League president¹⁰, Ken Sells promoted the new league with aggressive advertising campaigns that promoted the physical attractiveness of female athletes. Photographs displayed women players with pretty smiles on their faces and baseball mitts in their hands.¹¹ Their silk shorts, fashionable knee-high socks, red lipstick, having¹² flowing hair directly contrasted with the competitive, masculine nature of the game. These photographs are indicative of the delicate balance between feminine appeal and masculine labor that was expected of all women throughout World War II.¹³ Although its¹⁴ success lasted only a decade, the All American Girls Professional Baseball League's role in expanding opportunities for women during World War II and thereafter is everlasting.¹⁵

1. A. NO CHANGE
B. retracted diminishingly
C. diminished
D. DELETE the underlined portion.
2. F. NO CHANGE
G. has began
H. would of begun
J. began
3. A. NO CHANGE
B. The traditionally male
C. Which
D. That
4. F. NO CHANGE
G. and it
H. although it
J. DELETE the underlined portion.
5. A. NO CHANGE
B. machinists, making
C. machinists. Making
D. machinists, who made
6. F. NO CHANGE
G. workforce, for example in factories and shipyards.
H. workforce, such as factories and shipyards,
J. factory and shipyard workforce

7. A. NO CHANGE
B. are
C. was
D. have been
8. At this point, the writer is considering adding the following true statement:
The marriage rate increased significantly during the war, as did the rate of babies born to unmarried Women.
Should the writer add this sentence here?
F. No, because it does not echo the style and tone that has already been established in the essay.
G. No, because it is not relevant to the essay's focus on the changing roles of women during World War II.
H. Yes, because it contributes to the essay's focus on women's roles in the home during World War II.
J. Yes, because it provides a contrast between women in the home and women in the workplace.
9. Given that all the choices are true, which one provides the most logical transition to the information presented in the rest of this essay?
A. NO CHANGE
B. the most notable of which was baseball.
C. which many women had to give up after the war.
D. shaking American society to the core.
10. F. NO CHANGE
G. Founder Philip K. Wrigley and League president
H. Founder Philip K. Wrigley, and, League president
J. Founder, Philip K. Wrigley, and League president,

11. Given that all the choices are true, which one most effectively helps the writer's purpose of helping readers visualize the players in the photographs?
- A. NO CHANGE
 - B. at the plate during a live game.
 - C. clearly focused on playing well.
 - D. showing close camaraderie.
12. F. NO CHANGE
- G. their
 - H. with
 - J. and
13. If the writer were to delete the words silk, fashionable, and red from the preceding sentence, it would primarily lose:
- A. details that have already been presented in the vivid imagery of the previous sentence.
 - B. a digression from the focus of this paragraph on the athletic talent of the players.
 - C. description of what was written in the captions accompanying the photographs.
 - D. details that highlight the femininity of the players in contrast to the masculinity of the game.
14. F. NO CHANGE
- G. it's
 - H. their
 - J. its
- Question 15 asks about the preceding passage as a whole.**
15. Suppose the writer's goals were to write an essay that would illustrate the range of non-traditional activities women pursued during wartime. Does this essay achieve that goal?
- A. Yes, because it explains the impact of the All American Girls Professional Baseball Team on public perception of women.

- B. Yes, because it gives several examples of women performing jobs during World War II that were typically filled by men.
- C. No, because it limits its focus to the type of work women engaged in during World War II.
- D. No, because it explains that women's importance in the workforce, especially in baseball, lasted only several years.



ANSWERS & EXPLANATIONS

Passage (1 - 5)



PASSAGE I

1. The best answer is D.

The phrase *left by the delivery man* is an unnecessary detail added to the sentence and should be off-set by two commas, making choice (D) the best answer. The semicolon in choices (A) and (C) creates a fragment in the second half of the sentence.

2. The best answer is F.

The sentence uses *scrawled* as an adjective to describe the words, not as a verb, so you can eliminate (G). Choice (H) uses the wrong form of *scrawl*, and choice (J) is the wrong idiomatic expression.

3. The best answer is B.

The phrase *my heart skipping a beat* (or two) is incomplete and cannot be linked to the complete phrase with and, eliminating choices (A) and (C). When changes the meaning of the sentence, making (B) the best answer.



4. The best answer is H.

The two halves of this sentence are both complete, eliminating choice (J). Since the second half already uses the pronoun it to refer to the box, *that* and *which* are unnecessary, making choice (C) the best answer.

5. The best answer is C.

Since the question asks you to make a contrast, you can eliminate choices (B) and (D). Choice (C) better describes the people for whom the record holds value than choice (A).

6. The best answer is J.

The verb should be in past perfect tense to show that he made his living as a musician before marrying, making choice (J) the only possible answer. Choices (F), (G), and (H) all use would, which is the past perfect tense of will.

7. The best answer is D.

The phrase performing in music hall and local festivals is incomplete and must be linked to the previous thought, eliminating choices (A) and (B). By using which to link the ideas, choice (C) makes it sound as if the grandfather performs the band, rather than the band performing.

8. The best answer is J.

The best answer is (J) because it is the most concise of the choices. It is unnecessary to the meaning of the sentence to mention who produced the album.

9. The best answer is A.

The phrase after the dash is adding further details to how rare the record truly is, making choice (A) the best answer. Choice (B) is a contrasting transition, and choices (C) and (D) use transition words that confuse the meaning of the sentence.

10. The best answer is F.

The verb should be in past perfect tense because it is describing how long one copy had existed before the writer received the record in the mail, eliminating choices (H) and (J). Choice (G) uses the incorrect expression.

11. The best answer is B.

The words beg and plead are synonyms, so it is redundant to use both. Choice (B) is the most concise answer.

12. The best answer is G.

Since the question asks you to discuss the significance to the writer's upbringing, you can eliminate choices (F) and (H). Choice (G) is more personal to the writer than choice (J), making it the best answer.

13. The best answer is C.

Choice (C) is the only answer that clearly expresses the writer's intended meaning. Choices (A), (B), and (C) all misplace phrases throughout the sentence, confusing who and what are being described.

14. The best answer is H.

The punctuation should separate two complete ideas, eliminating choices (F) and (J). Choice (G) is an unnecessary transition word, because however is already used in the following sentence.

15. The best answer is B.

The phrase that he was still with me is an incomplete thought and should be linked to the previous complete thought, eliminating choice (D). Since the sentence explains what the author feels reassured of, punctuation between me and that creates an unnecessary pause, making choice (B) the best answer.



PASSAGE II

1. The best answer is F.

This question requires that you determine whether an apostrophe or additional punctuation mark is required. No apostrophe is needed because the word *lives* is not possessing anything, so eliminate choices (H) and (J). No pause is required between the words *lives* and *completely*, so eliminate choice (G), which interrupts the sentence unnecessarily. The sentence is correct as written, so the best choice is (F).

2. The best answer is D.

The question asks for a line that indicates some similarity between the narrator and his friends. Choice (A) discusses only the narrator; choices (B) and (C) contain information that is much too general to discuss only the narrator and his friends. Only choice (D) has all the appropriate elements, particularly as presented in the words *palpable likeness*.

3. The best answer is J.

Choice (A) discusses only the narrator; choices (B) and (C) contain information that is much too general to discuss only the narrator and his friends. Only choice (D) has all the appropriate elements, particularly as presented in the words *palpable likeness*. This question requires that you determine whether an apostrophe or additional punctuation mark is required. No apostrophe is needed because there is no indication that owners are possessing anything (hint: don't get thrown off by the phrase *restaurant's owners* in which the word appears), so you can eliminate choice (H). Only choice (J) has the appropriate comma placement to situate *chat* with the *restaurant's owners* within a list (the other items in this list are *sit*, *drink a cup of coffee*, and *figure out which new and exciting place we'd be driving to next*). A semicolon is inappropriate here because the semicolon is a punctuation mark used to separate two complete ideas, and the context indicates that it is not used to separate the items in this list.

4. The best answer is B.

The sentence as written contains the phrase *looking forward to it* in anticipation, which is redundant, so you can eliminate choice (A). Choices (C) and (D) contain the same error. Only choice (B) preserves the meaning in a concise, non-redundant way. In addition, the word *it* in choices (A) and (C) is ambiguous.

5. The best answer is H.

This question asks whether the writer's proposed addition would be appropriately placed at the end of this paragraph. If you're not sure whether to answer Yes or No, look at the reasons. Choice (F) must be eliminated because the proposed addition is too general and is consequently not relevant to other, more personal information in the passage. Choice (G) must be eliminated because it is too general and gives no indication why the narrator should choose a specific diner. Choice (J) suggests that the primary focus of the paragraph up to this point has been driving, which it has not; rather, the primary focus of the paragraph is the stop at the diner and the things the narrator and his friends did there. Accordingly, only choice (H) appropriately recognizes the personal tone of the paragraph and correctly advises not to include the proposed addition.

6. The best answer is A.

The first place you should look in this question is to whether that or whom is an appropriate first word. Whom is the objective form of who, which is used to refer only to people. The word here refers back to something, not a person, so eliminate choices (B) and (C). Choice (D) changes the meaning of the sentence to suggest that something is doing the ordering, rather than being ordered. The sentence is correct as written, so NO CHANGE is required.



7. The best answer is J.

This question asks you to determine which word would be most appropriately modified by the phrase from childhood. To place the phrase after any of the words in choices (F), (G), or (H) is to break the flow of the sentence and to make the meaning of the sentence unclear. Only choice (H) establishes the proper link between the underlined and non-underlined portions of the sentence in the phrase remembered from childhood.

8. The best answer is B.

In an earlier part of the sentence, the narrator refers to the food in the city as too expensive. Only choice (B) supports and modifies this idea. Read the question closely: While the other choices may be true, the best answer will be one that supports and modifies a specific part of the passage.

9. The best answer is J.

In EXCEPT/LEAST/NOT questions, the underlined portion of the sentence is correct. Compare your answer choices. What do words like as and when do to the first part of the sentence? They make it an introductory idea and an incomplete thought. When the first part of the sentence is incomplete, the comma after the word could set this first part off from the complete idea after it. By contrast, if the first part of the sentence is made complete as it is in choice (J), this creates a comma splice, wherein two complete ideas are insufficiently separated by a comma.

10. The best answer is B.

Identify the subject of the verb. Although the word restaurants is closest to the verb, it is not the subject; rather, the subject is the word place, a singular subject that requires a singular verb. Since choices (A), (C), and (D) all contain plural verbs, eliminate them. Only choice (B) remains, and the verb was does agree in number with the word place.

11. The best answer is F.

We need an idea that will signal the transition between the paragraph above, which is a recollection of the trips, and the paragraph below, which fast forwards to the present and discusses the narrator's life now. Only choice (F) contains this transition. Choice (G) deals only with the narrator's friends who are not mentioned in the last paragraph. Choice (H) deals only with the past, and choice (J) deals only with the narrator's life after graduation. Only choice (F) has both the past and present components it needs to transition from one paragraph to the next.

12. The best answer is D.

This question asks you to determine whether you need a transition between the first and second sentences of this last paragraph. Choices (A) and (C) suggest a disagreement between the two ideas where none exists. Choice (B) suggests a cause-and-effect relationship between the two sentences where none exists. Only choice (D) makes sense in the context, where no transition is needed.

13. The best answer is F.

In EXCEPT/LEAST/NOT questions, the underlined portion of the sentence is correct. To answer this question, you need to determine which prepositions work idiomatically with the verb drive. Choice (G) contains the same preposition, about, used in the underlined portion, and although not a particularly common usage, drive about is idiomatically correct. The same goes for the more familiar drive around, as it is used in choices (H) and (J). Accordingly, only choice (F) does not work in the context of the sentence, because it is incorrect usage to say to drive among the town.

14. The best answer is D.

All the answer choices mean roughly the same thing; each just presents a different way to say it. In situations such as this one, the most concise answer that preserves the meaning is the best. Accordingly, choices (A), (B), and (C) are all too wordy in comparison with choice (D).

15. The best answer is F.

This question too asks you to determine which choice presents the most concise alternative that preserves the meaning of the sentence. Eliminate choices (G) and (J) because each presents an awkward, wordy alternative to the original. Choice (H) is as concise as choice (F), but note the context: Your answer will need to be parallel to other verbs in the sentence. In this case, only came back is parallel with the tense and tone of drove by, making the best choice (F).

PASSAGE III

1. The best answer is D.

In EXCEPT/LEAST/NOT questions, the underlined portion of the sentence is correct. The original sentence uses even though to introduce two contrasting ideas. Choices (A), (B), and (C) are all contrasting transition words and are acceptable. Choice (D) indicates that the ideas are similar and, therefore, is not an acceptable alternative.

2. The best answer is G.

The best connecting statement should continue the previous idea that Siena has both ancient and modern elements, eliminating choices (F) and (J). The following sentence begins with Another remnant, which means the inserted sentence should already list specific examples, which makes choice (G) better than (H).

3. The best answer is D.

It is redundant to describe the horse race as biannual and as held twice a year, eliminating choices (A) and (B). Choice (D) is better than choice (C) because it is more concise.

4. The best answer is H.

The phrase dreaded right-angle turns describes an obstacle racers must face as they complete each lap, therefore it must immediately follow laps to clarify meaning. Choices (F), (G), and (J) do not provide logical sentences because the phrase does not describe horses, track, or plaza.

5. The best answer is C.

Choice (C) correctly agrees with the present tense of the other verb in the sentence. Choices (A), (B), and (D) do not agree in tense and alter the meaning of the sentence.

6. The best answer is J.

Because introduces an incomplete thought, so choice (F) creates a sentence fragment. Choice (G) suggests contrasting rather than similar ideas. Choice (H) is incorrect because the preceding sentence has already mentioned financial commitments, so voluntary taxation cannot be considered an additional act by members.

7. The best answer is A.

The previous sentence illustrates the enormous cost to hire a jockey, which contrasts with the idea that it is a small price to pay, so the best transition word is choice (A). Choices (B), (C), and (D) all indicate a similar relationship, which is not consistent with the passage.

8. The best answer is G.

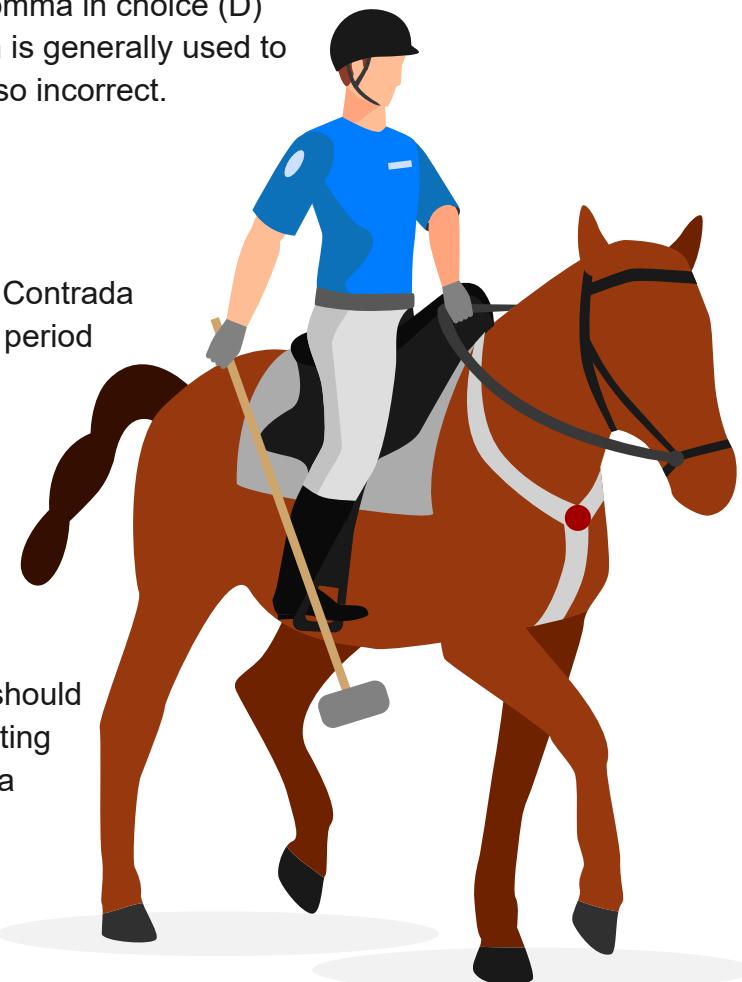
The phrase even more so than getting married is an unnecessary description within the sentence and should be offset by either two commas or dashes, eliminating choice (F). Since the non-underlined portion uses a dash before even, the best answer is choice (G) not choice (H). Choice (J) creates a sentence fragment, since a semicolon can separate only complete ideas.

9. The best answer is C.

The word throughout begins an incomplete idea, and the phrase cannot stand on its own as a sentence, eliminating choice (A). Choice (C) connects the incomplete phrase to the complete idea before it with the smoothest transition. The comma in choice (D) creates an unnecessary pause. Since a semicolon is generally used to separate two complete sentences, choice (B) is also incorrect.

10. The best answer is F.

The word Contrade ends a complete thought, and Contrada begins a second complete thought, so you need a period making choice (F) the best answer. Choices (G), (H), and (J) all create run-on sentences because they do not separate complete ideas.



11. The best answer is B.

The phrase from baptisms to food festivals is an unnecessary description within the sentence and should be offset by either two commas or dashes, eliminating choice (F). Since the non-underlined portion uses a comma after festivals, the best answer is choice (B) not choice (D). Choice (C) creates sentence fragments, since a semicolon can only separate complete ideas.

12. The best answer is F.

The correct pronoun is who because members is the subject for the verb become. Choices (G) and (H) use possessive rather than subject case, and choice (J) is object case and does not indicate which noun become describes.

13. The best answer is D.

The second half of the sentence is an incomplete idea and must be linked to the complete thought, eliminating choices (A), (B), and (C).

14. The best answer is G.

The passage is written in the present tense, eliminating choices (F) and (H). Since the parties are thrown by the locals, you need the passive form for the verb (also called the past participle) not the past tense verb threw.

15. The best answer is D.

The best location for Paragraph 3 is before Paragraph 5, choice (D), because Paragraph 4 introduces and defines the contrada discussed in the first sentence of Paragraph 3. There is also a logical sequence from winning the Palio at the end of Paragraph 3 to the celebration in the beginning of Paragraph 5.

PASSAGE IV

1. The best answer is H.

As written, the pronoun it in the underlined portion has no clear referent. Choices (G) and (J) do not fix the problem. Only choice (H) replaces the ambiguous pronoun with a clear referent.

2. The best answer is C.

The sentence as written is a fragment. Choice (B) is also a fragment. Choices (C) and (D) both fix the sentence fragment, but choice (D) changes the meaning of the sentence.

3. The best answer is J.

The sentence as written is incorrect because the adjective tireless cannot modify the verb continued. Choices (G) and (H) do not make sense in the given context. Only choice (J) links the word tireless with its appropriate noun literary experimentation.

4. The best answer is B.

In EXCEPT/LEAST/NOT questions, the underlined portion of the sentence is correct. Since the verbs to seem and to appear are synonyms, look to other differences among the answer choices. Note that the original sentence and choices (A), (C), and (D) all contain the present tense, appropriately matched to the word contemporary used earlier in this sentence. Only choice (B) changes the tense to past, making choice (B) the LEAST acceptable substitution.

5. The best answer is H.

The sentence as written is idiomatically incorrect. The prepositions until and at, as in choice (G), are incorrectly linked to the phrase take a real step. Only the word toward completes this phrase appropriately to create take a real step toward. Deleting the underlined portion, as in choice (J), makes the sentence unclear and changes its meaning.

6. The best answer is A.

Choices (B), (C), and (D) all incorrectly separate the verb fuse from its objects. NO CHANGE is required here because no punctuation is necessary between the verb and its objects.

7. The best answer is H.

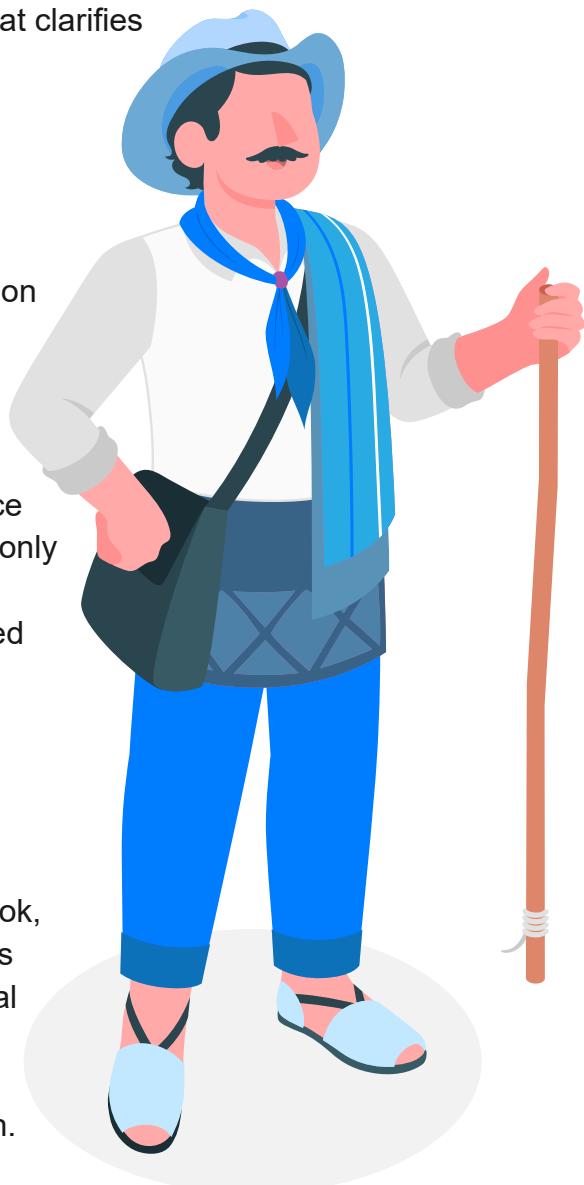
In EXCEPT/LEAST/NOT questions, the underlined portion of the sentence is correct. Note the similarities between the words. Encouraged, motivated, and emboldened, in choices (F), (G), and (J) are all synonyms for the verb inspired. Only the word forced in choice (H) changes the meaning of the sentence and is thus the LEAST acceptable substitution.

8. The best answer is A.

Since the phrase as American writers living abroad were known is a descriptive phrase that plays no essential role in determining the meaning of the sentence, it must be set off by a comma as it is in the sentence as written. Choices (B) and (D) introduce new punctuation that loses the clarity of the original sentence. Choice (C) suggests that the phrase is a portion necessary to preserve the meaning of the sentence and should not be set off from the rest. This is incorrect because as American writers living abroad were known is merely a phrase that clarifies and defines the word before it, expatriates.

9. The best answer is J.

For two ideas to be separated by a comma and a coordinating conjunction such as but, the ideas on either side of this punctuation and conjunction must be complete. The sentence as written is incorrect because the phrase but limited to those who were able to find copies of the book is not a complete idea. Choice (H) is incorrect because a semicolon is also a punctuation mark that requires that the two ideas on either side of it be complete. Choice (G) creates an unnecessary pause in the sentence. Accordingly, only choice (J), which removes all punctuation marks, maintains the proper flow of the sentence and correctly treats positive but limited to those who were able to find copies of the book as a modifying phrase for the word reception.



10. The best answer is D.

The sentence as written discusses the reception of a different book, not the one discussed in the previous sentence. Choice (C) refers to the current reputation of the book, and choice (B) is too general to be said to refer to only the specific book mentioned in this paragraph. Only choice (D) contains the reaction of critics to the appropriate work and the idea that the book was difficult to obtain.

11. The best answer is F.

This question asks you to identify which answer best indicates that the novel *Beyond Desire* had presented something new in American literature. Choice (G) suggests that this book had other influences and does not say whether Anderson was the first to incorporate these influences. Choices (H) and (J) discuss the reactions of critics and readers to the book, not the book itself.

12. The best answer is A.

Choice (B) is idiomatically incorrect—the preposition used with the word contributions in this context should be to, rather than from. Choices (C) and (D) are unclear in creating the phrases the 1930s of the various writers and he influenced of the various writers, respectively. Only choice (A) properly links the noun and the proper prepositional phrase in works of the various writers.

13. The best answer is G.

To keep the sentence as written is to suggest the word American is not an essential piece of the sentence, but without this information, the words the name are undefined and unclear. Choices (H) and (J) omit the necessary comma before the conjunction and, which, in this case, is separating the items in a list: the troubled relationship, the direct style, and the idea are the main nouns used in this list. Only choice (G) indicates the importance of the word American to the meaning of the sentence and sets this portion of the sentence in a list appropriately.

14. The best answer is D.

Pay close attention to the years discussed in each of these paragraphs. Paragraph 2 discusses Anderson’s death in 1941 and his influence today. It should be logically placed after the paragraph discussing the time period most directly before that. Paragraph 5 is appropriate here because it discusses the 1920s and the 1930s, the periods closest to 1941 in this passage.

15. The best answer is G.

Pay close attention to the reasons given in each of these answer choices. Choice (F) is too general and too reliant upon judgments about the content and does not accurately reflect the content of the passage. Choice (H) erroneously says that the passage is primarily about a difference between two large groups when in fact it is about only a single author and his influence on a group of other authors. Choice (J) suggests that the passage only discusses the 1920s and the 1930s when the years 1919 and 1941 are mentioned explicitly.

PASSAGE V

1. The best answer is C.

Choice (C) is the clearest and most concise option. The verbs retracted and diminished essentially mean the same thing, thus choices (A) and (B) are redundant. Choice (D) is incorrect, because without a verb the sentence is incomplete.

2. The best answer is J.

The passage is written in past tense, eliminating choices (G) and (H). The correct past tense form of to begin is began, making choice (J) the best answer. The form begun is used after a helping verb.

3. The best answer is A.

These responsibilities refer to the previous sentence, which describes the responsibilities to be traditionally assigned to men. Choice (B), therefore, is redundant. Choice (C) creates a sentence fragment. Choice (D) does not agree in number with the plural responsibilities.

4. The best answer is J.

Choice (J) eliminates the word but, fixing the sentence fragment that is created by the pronoun that. Choices (F), (G), and (H) incorrectly add conjunctions that create incomplete sentences.

5. The best answer is C.

The two words machinists and making should be separated by a period because the sentence has two complete ideas, making choice (C) the best answer. Choices (A) and (D) create run-on sentences. A comma cannot separate two complete ideas, eliminating choice (B).

6. The best answer is F.

The previous sentence already mentions factories and shipyards, making choices (G) and (H) redundant. Choice (J) changes the meaning of the sentence, therefore the best answer is choice (F).

7. The best answer is C.

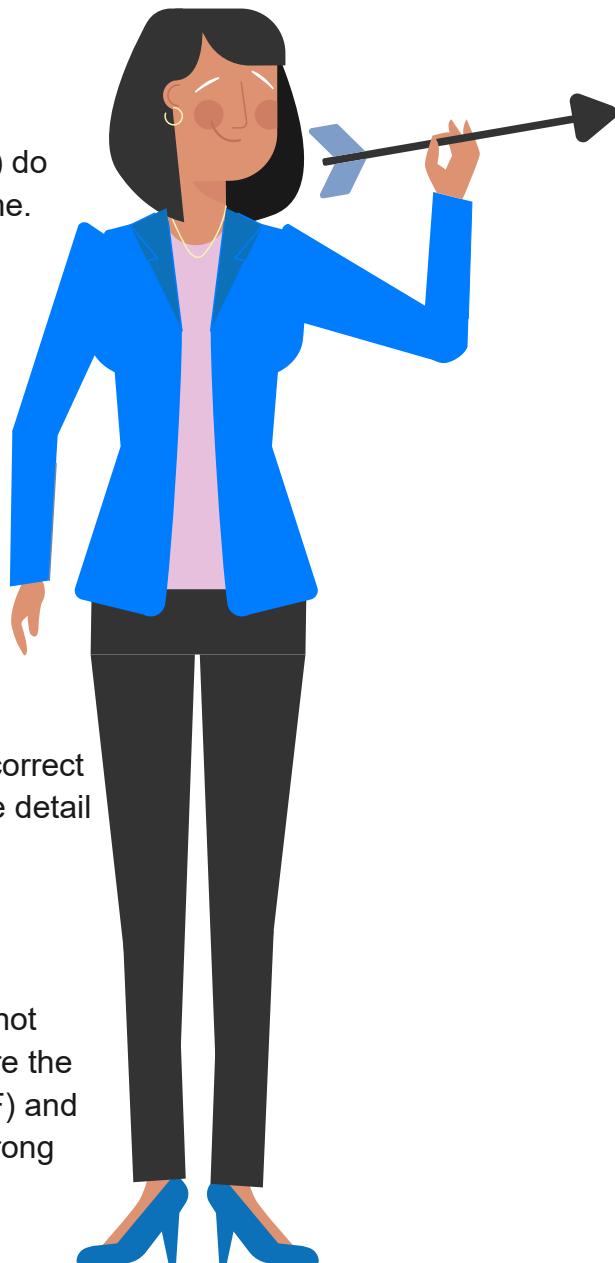
Choice (C) provides the correct verb, was, that agrees with the singular subject of the sentence, presence. Choices (A), (B), and (D) all incorrectly use a plural verb.

8. The best answer is G.

Choice (G) is correct because the addition distracts the reader from the topic at hand, which is the changing role of women in the workforce during World War II. Choice (F) is wrong because although it suggests not adding the information, its reasoning is incorrect. The proposed sentence is consistent in style and tone with the rest of the essay. Choices (H) and (J) incorrectly recommend adding a sentence that is irrelevant to the essay.

9. The best answer is B.

The rest of the essay is about the women's baseball league, therefore the best transition is choice (B). Choices (A) and (C) do not reflect the focus of the essay, and choice (D) is too extreme.



10. The best answer is G.

Philip K Wrigley is necessary to clarify who the Founder is and should not be off-set by commas, eliminating choice (J). Choices (F) and (H) have unnecessary pauses due to too many commas; therefore, choice (G) is the clearest answer.

11. The best answer is A.

Choice (A) describes a specific visual with pretty smiles and baseball mitts in their hands. Choices (B), (C), and (D) are incorrect because the added information does not qualify as descriptive detail that helps the reader visualize the photographs.

12. The best answer is J.

The sentence lists different feminine characteristics but does not make clear where the list ends, usually indicated by and before the last item. The best answer, therefore, is choice (J). Choices (F) and (G) don't list the items in parallel form. Choice (H) uses the wrong linkage for a list of things.

13. The best answer is D.

The following sentence states that the photographs of the female players exemplify the balance between feminine appeal and masculine labor of women during WWII, making choice (D) the best explanation. Choice (A) is incorrect because the previous sentence suggests the physical attractiveness of the players but does not give specific details about what they look like. Choice (B) is incorrect because women's athleticism is not the focus of the paragraph. Choice (C) is incorrect because the captions of the photographs are never discussed.

14. The best answer is J.

Choice (J) is the correct answer because the correct form of the possessive pronoun is its. The correct possessive form of the pronoun does not use apostrophes, eliminating choices (F) and (G). Choice (H) uses the plural pronoun their, which incorrectly replaces the singular antecedent All American Girls Professional Baseball League.

15. The best answer is B.

The essay directly describes various jobs that women held during World War II, all of which were roles traditionally filled by men, eliminating choices (C) and (D). Choice (A)'s reasoning only addresses the All American Girls Baseball League, which is the focus of Paragraph 4 but not the essay as a whole.

ACT ENGLISH PRACTICE TEST

9 Minutes -15 Questions



PASSAGE VI

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Walter Reed's Medical Breakthrough

Just over 100 years ago, one of the most important medical discoveries, in modern times¹ relieved the suffering and saved the lives of untold thousands. This major breakthrough was the identification of the cause and spread of the disease yellow fever. For several centuries, yellow fever was a scourge upon societies² in various parts of the world, striking towns and killing thousands of people. Thanks to³ the efforts of Major Walter Reed and many courageous volunteers, the mechanisms for contracting and spreading yellow fever were uncovered.

During Reed's lifetime, it was a common acceptance⁴ that yellow fever was spread by contact with infected items; such as⁵ the clothing or blankets of a person with yellow fever. Some doctors, however, questioned this notion, as the spread of yellow fever was not consistent with the spread of other communicable diseases.⁶

Doubts about the accepted theories of the fevers⁷ spread prompted the U.S. Army to assign Reed and several doctors to the problem. They studied yellow fever in Cuba, where they were⁸ infecting soldiers fighting in the Spanish American War at quite a⁹ rate. Acting on a hunch, several doctors volunteered to be bitten by mosquitoes; the volunteers developed yellow fever. This was enough information to spur General Reed to conduct more comprehensive experiments, so helping his cause.¹⁰ American and Spanish soldiers were paid to participate in these experiments, but some participants wanted only to advance science and refused the money

The experiments began with the construction of a building in which men who did not have yellow fever were housed. These men were placed in contact with clothing that have been worn¹¹ by yellow fever victims. Not one of these men contracted the fever. A¹² second building was

constructed with two sides separated by a screen. An infected volunteer lived on one side, and more volunteers lived on the other side, where they were completely protected from mosquitoes. This experiment was repeatable¹³ many times, and the volunteers who were protected from mosquitoes never contracted the fever.¹⁴ Due to his findings and the bravery of the volunteers, measures were taken to control the mosquito population and to keep the insects away from people. Eventually a vaccine was developed, which reduced further the outbreaks of yellow fever incidences that occurred.¹⁵

1. A. NO CHANGE
B. discoveries in modem, times
C. discoveries, in modem times,
D. discoveries in modem times
2. F. NO CHANGE
G. was in societies as a scourge
H. was a scourge and also problematic in societies
J. was annoying
3. A. NO CHANGE
B. In spite of
C. It was
D. Regardless of
4. F. NO CHANGE
G. accepted as a common fact
H. commonly accepted
J. accepted in a common way
5. A. NO CHANGE
B. items. Such as
C. items, such as
D. items such as being



6. Which of the following sentences, if inserted here, would be the best example of how yellow fever seemed to be spread differently than other communicable diseases?
- F. For example, people had no choice but to wear clothing and use blankets, so the fever could not have spread that way.
- G. For example, sometimes one person would get sick in a household, while nobody else in that household would get sick.
- H. For example, yellow fever caused a great deal of pain in its victims.
- J. For example, some doctors were willing to go against what the rest of the medical establishment was saying.
7. A. NO CHANGE
- B. fever
- C. feverish
- D. fever's
8. F. NO CHANGE
- G. the disease was
- H. it was
- J. DELETE the underlined portion.
9. The writer wants to emphasize how quickly yellow fever was infecting the troops in the Spanish American War. Which choice does that best?
- A. NO CHANGE
- B. a great
- C. an alarming
- D. a normal
10. F. NO CHANGE
- G. experiments; which helped his cause.
- H. experiments (which helped his cause).
- J. experiments.

- 11.** A. NO CHANGE
B. had been worn
C. has been worn
D. was being worn
- 12.** F. NO CHANGE
G. fever, while a
H. fever; and a
J. fever, a
- 13.** A. NO CHANGE
B. repeated
C. repeating
D. a repeat of
- 14.** Which choice, assuming they are all true, would most logically introduce the final paragraph?
F. These results convinced Reed that yellow fever was spread by mosquitoes, and not
by contact with contaminated materials.
G. A memorial was built in honor of the volunteers who helped advance the cause of science.
H. Reed died within a year of making these discoveries, but his contributions to medicine
will never be forgotten.
J. Major Walter Reed not only was crucial to the eradication of yellow fever, but he
performed research on typhoid as well.
- 15.** A. NO CHANGE
B. which further reduced the incidence of yellow fever outbreaks.
C. which is often too expensive for poor residents of tropical countries who are most
susceptible to yellow fever.
D. and it was no longer necessary for people to risk their health and lives to determine
the cause and spread of disease.

PASSAGE VII

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and question 15 will ask you to choose where Paragraph 3 should most logically be placed.

The Giant Panda

[1]

The Giant Panda is one of the best-known and most adored animals in the world. It is a very rare creature and is protected by law in it's¹ native China, where the animal lives in the bamboo forests and on the mountain slopes. At one time,² Giant Pandas lived at lower altitudes, but farming and land development will have pushed³ the animals high into the mountains. We really know very little about how wild Pandas live, since so few people have seen them in their natural habitat.

[2]

In fact, Giant Pandas are by, nature⁴ extremely solitary animals, usually avoiding direct contact with other animals and even going out of their way to avoid other Giant Pandas. In there dense⁵ habitat, the black and white coat of the Giant Pandas may help make them more conspicuous to each other, which keeps them from encroaching on their neighbor's territory.⁶ Even in captivity where there may be as many as ten to twelve of the animals occupying the same caged area, rarely will you see them play with or acknowledge each other. They will find an unoccupied place in the area and sit down. Content⁷ to munch on bamboo or other food items, seemingly totally oblivious of each other. However, at crucial stages in their lives, Giant Pandas must give up being loners for a short time. In the spring, males and females must seek each other out in order to mate.

[3]

Giant Pandas are known to begin mating when they reach an age of about six years of age.⁸ Mating usually takes place sometime between the months of March, and May.⁹ During this brief courtship period, Giant Pandas are highly vocal animals. The males bark, and roar¹⁰ as they try to intimidate each other. The female in a tree perches¹¹ while the male remains on the ground fending off any potentially rivals.¹² Female Giant Pandas give birth between 95 and 160 days after mating. Their cubs are born in dens that they dig¹³ in the ground.

[4]

¹⁴ Therefore, the Giant Panda is always a favorite at any zoo fortunate enough to have one. Its fury white and black body makes the Giant Panda appear cuddly and soft. It has a large, round head and a white face with black patches around the eyes. Giant Pandas have very thick, oily, woolly fur that kept¹⁵ them warm in their natural cold, wet mountain habitat. Their fur is composed of two types of hairs: the top layer contains long, thick, coarse hairs, and a shorter, fine, dense, waterproof fur lies beneath. While Giant Panda cubs weigh just a few ounces when they are born, an adult Giant Panda can weigh 200 to 300 pounds and stand five to six feet tall.

1. F. NO CHANGE
G. their
H. there
J. its

2. Which of the choices would be most appropriate here?
A. NO CHANGE
B. In the near future,
C. At the time,
D. Rarely,

3. F. NO CHANGE
G. will push
H. have pushed
J. has pushed



4. A. NO CHANGE
B. are, by nature,
C. are, by nature
D. are by nature
5. F. NO CHANGE
G. their dense
H. they're dense
J. DELETE the underlined portion.
6. A. NO CHANGE
B. their neighbor's territory, encroaching upon it.
C. encroaching, and avoiding their neighbor's territory.
D. their neighbor's encroaching on their territory.
7. F. NO CHANGE
G. sit down; content
H. sit down, content
J. sit down content
8. A. NO CHANGE
B. an age of about six years old.
C. about six years in their age.
D. about six years of age.
9. F. NO CHANGE
G. March and May.
H. March, and, May.
J. March and, May.
10. A. NO CHANGE
B. barking and roaring
C. bark and roar
D. bark. and roaring
11. F. NO CHANGE
G. trees in a perch
H. perching in a tree
J. perches in a tree
12. A. NO CHANGE
B. potential rivals.
C. rivals, potentially.
D. potentially rivalry.
13. F. NO CHANGE
G. it digs
H. the females dig
J. she digs

14. Which of the following offers the best introduction to Paragraph 4?
- A. Due to the elusiveness of this fascinating creature, many people across the world have never seen a Giant Panda.
 - B. The Giant Panda is now considered a true bear.
 - C. Despite the dwindling natural habitat of the Giant Panda, scientists still attempt to study the animal in the wild.
 - D. The Giant Panda remains a difficult creature to study in the wild.
15. F. NO CHANGE
- G. that keeps
 - H. that's keeping
 - J. for to keep



PASSAGE VIII

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Alfred Nobel

How interesting that the Nobel Peace Prize is named for¹ Alfred

Nobel, the inventor of dynamite. A Swedish-born scientist, Alfred Nobel was the son of Immanuel Nobel, a brilliant and accomplished engineer.

Born in 1833, Alfred quickly was following² his father's footsteps, latching on to chemistry in particular. He devotes his energies³ to developing a myriad of materials and substances, patenting over 300 inventions throughout his lifetime.

Nobel's work with dynamite was obviously fraught with risk and danger and, indeed, Nobel lost his younger brother, Emil, to an explosion in their own laboratory.⁴ Nobel knew that nitroglycerin, the basis for dynamite, had great potential as a useful substance, but he also knew that a big part of his work must resolve the safety issues in addition.⁵



(1) Due to more stringent laws enacted in Stockholm regarding explosive materials, Nobel moved his lab out of the city⁶ and onto a barge in a nearby lake. (2) There he discovered some way⁷ to control how dynamite is detonated, and, subsequently, patented the blasting cap. (3) He also figured out how to safely transport nitroglycerin by converting it from a liquid into a paste. (4) Once Nobel had a safe, usable product, he established his company, Nitroglycerin AB, in 1864. (5) In little time, Nobel dynamite⁸ became useful to consumers, but he continued to work on many other inventions and products. (6) Among his many patents were synthetic versions of rubber, silk and leather, all of which are still used today.⁹

Nobel was also a scholar who¹⁰ had great interest in literature, poetry, and social issues.¹¹ In his will was¹² instructed his estate to establish annual prizes¹³ to be given to outstanding contributors in the fields of Physics, Chemistry, Medicine, Literature, and Peace. On December 10 each year, corresponding to Nobel's date of death, this esteemed¹⁴ prizes are awarded to people from over the worldwide.¹⁵

1. A. NO CHANGE
B. is named of
C. is named by
D. was named by
2. F. NO CHANGE
G. followed in
H. was followed by
J. followed by

3. A. NO CHANGE
B. devotion of his energy
C. devoted his energies
D. devoted of his energy

4. The writer wishes to include another example of the dangers of dynamite during Nobel's time. Which of the following true sentences, if inserted here, would best fulfill that goal?
F. Even today, safety precautions are required when working with dynamite.
G. Dynamite has many uses, from excavating for natural resources to imploding decayed buildings.
H. Many other less serious explosions also occurred in Nobel's laboratory, and grave danger was ever present.
J. As a volatile liquid substance, nitroglycerin is highly explosive.

5. A. NO CHANGE
B. issues.
C. issues, also.
D. issues, too.
6. F. NO CHANGE
G. and took it out of the city
H. removing it out of the city
J. from out of the city
7. A. NO CHANGE
B. the way that
C. a way
D. ways being
8. F. NO CHANGE
G. they
H. Nobel's dynamite
J. it
9. Which of the following sequence of sentences makes this paragraph most logical?
A. NO CHANGE
B. I. 3, 2, 4. 5. 6
C. 6, 5, 4, 3, 2, 1
D. 2.4,3, 1,5,6
10. F. NO CHANGE
G. that
H. which
J. he
11. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. much interest in non-scientific areas.
B. great interest in subjects other than chemistry. his main area of study.
C. interesting literature. poetry, and social issues.
D. a healthy interest in other areas. such as literature and poetry.
12. F. NO CHANGE
G. his, will he
H. his will he,
J. his will, he
13. A. NO CHANGE
B. establish one annual prize
C. a prized establishment
D. established prizes
14. F. NO CHANGE
G. of the esteemed
H. these esteemed
J. any of the esteemed
15. A. NO CHANGE
B. everywhere. worldwide.
C. all over the world.
D. DELETE the underlined portion.

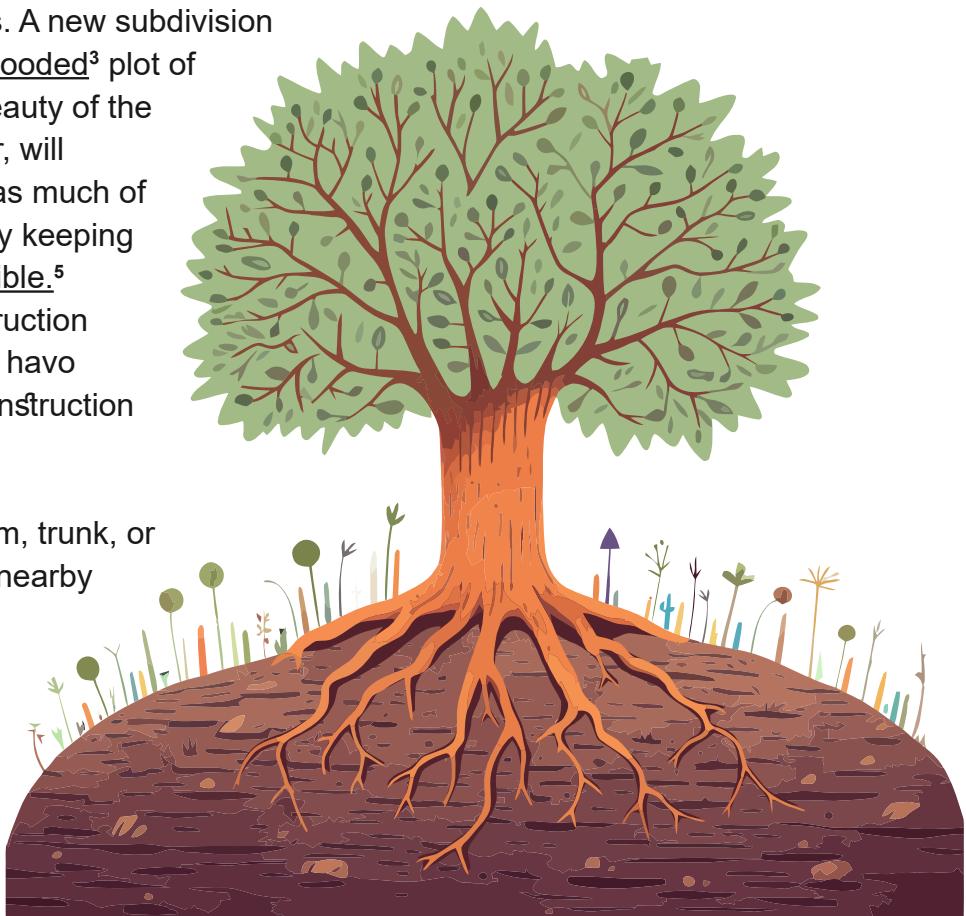
PASSAGE IX

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Construction Destruction

Watching a local construction project as it unfolds can evoke a series of many¹ different emotions. A new subdivision of homes built into² a once thickly wooded³ plot of land often devastates the natural beauty of the entire area. Many builders, however, will have taken great care⁴ to maintain as much of the natural landscape as possible by keeping mature trees untouched when possible.⁵ Despite this careful attention, construction damage to existing trees can wreak havoc that only appears years after the construction is complete.

Any disruption to a tree’s root system, trunk, or main branches can often be tied to nearby construction. When considering the large, heavy⁶ equipment used at construction sites, it is easy to understand why they⁷ choose to flatten the land and start over with new plantings. During construction, much of the damage to existing



trees occurs beneath the soil, which is why it is⁸ often not detected until much later. If 40 percent or more of a root system is a loss,⁹ the tree will probably die.

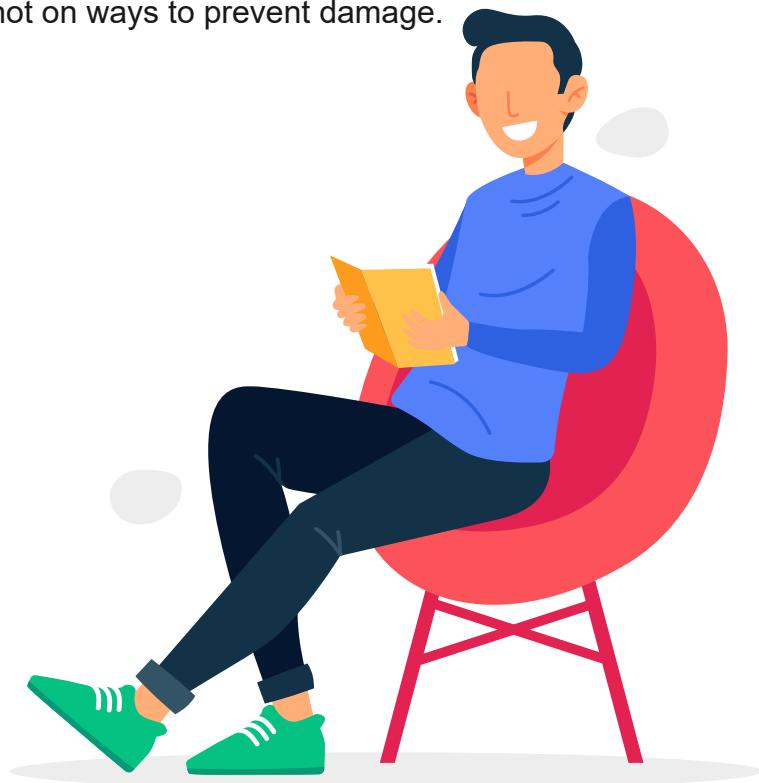
(1) Tree roots typically lie close to the surface of the soil and extends¹⁰ way beyond the circumference of the tree's canopy. (2) As the bulldozers, dump trucks, and cement trucks driving
over¹¹ the soil, they can easily crush the tender roots below. (3) Compacting soil around the vital roots with the heavy equipment, may destroy¹² the tree as well¹³ (4) Roots need air pockets around them in order to stay healthy. (5) Also, by adding fill dirt or topsoil, the roots suddenly become buried.

1. F. NO CHANGE
G. a variety of many
H. many
J. many series of
2. A. NO CHANGE
B. building on
C. built
D. built on
3. Which choice provides the most detailed image?
F. NO CHANGE
G. treed
H. woodsy
J. wooded
4. A. NO CHANGE
B. take great cares
C. take great care
D. takes great care
5. F. NO CHANGE
G. as is possible
H. whenever possible
J. DELETE the underlined portion.
6. A. NO CHANGE
B. largely heavy
C. large heavily
D. heavy, largely
7. F. NO CHANGE
G. some builders
H. some of them
J. some

8. A. NO CHANGE
B. they are
C. its
D. this damage is
9. F. NO CHANGE
G. can be lost
H. is lost
J. is to be lost
10. A. NO CHANGE
B. does extend
C. extend
D. extending
11. F. NO CHANGE
G. drive over
H. drove over
J. had driven over
12. A. NO CHANGE
B. equipment may destroy
C. equipment may destroy,
D. equipment; may destroy
13. The writer wishes to conclude this sentence with a phrase that would continue the explanation of the importance of a tree's root system. Which choice would best accomplish this?
F. since it is through the roots that a tree receives necessary oxygen, water, and minerals.
G. since roots are so important to the health of the tree.
H. since the tree cannot survive with damaged roots.
J. since roots are only one part of a tree's system.

Questions 14 and 15 ask about the preceding passage as a whole.

14. For the sake of unity and coherence, Sentence 5 of the last paragraph should be placed:
- where it is now.
 - immediately before Sentence 1.
 - immediately before Sentence 2.
 - immediately before Sentence 4..
15. Suppose that the writer has intended to write a brief essay discussing ways to prevent tree damage during construction. Does the essay successfully fulfill the assignment?
- Yes, because the writer describes how trees are damaged by construction equipment and specifically states ways to prevent the damage.
 - Yes, because the essay's main focus is preventing tree damage during construction.
 - No, because the essay focuses only on construction equipment, not on prevention of tree damage.
 - No, because the essay focuses primarily on how trees can be damaged during construction, not on ways to prevent damage.



PASSAGE X

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Body Armor

If you were an officer of the law or an armed military person, would you wear a “bullet-proof vest” or “soft body armor” under your suit and Mostly the person² would probably opt for the bullet-proof vest. as its to denote a higher level of security. The problem, though, is that no vest³ is really bullet-proof. In fact,³ there is no protective clothing available that offers complete protection from firearms.

As weaponry and ammunition have changed through the centuries; so⁴ have the materials from which protective clothing is made. During the black powder era of the 1700s, silk was the material of choice⁵ to ward off injury or death from a black powder ball. Black powder propels the projectiles much more slowly than do modern firearms, and silk was sometimes fairly effective protection against weapons at longer ranges. During World War II, the “flak jacket” was developed as a protective device. Soon,⁶ the best this attire could do was to protect the wearer from shrapnel, not from the bullets themselves. Today's modern⁷ protective vests are made from a variety synthetic materials, some of which are more with effectiveness⁸ than The idea is to produce a material that is strong enough to ward high-speed bullets yet light enough to allow for ease of movement. be a daunting task when cost is also considered,⁹



prefer to
uniform?¹
name tends
“bullet-proof
currently
of
others.
off
This can

Most people have the notion that protective gear causes a bullet to deflect off of it, almost similar to¹⁰ a Ping-Pong ball hitting the lid of a tin can. However, these vests actually absorb the impact of the bullet spreading¹¹ its energy around the body rather than being sustained.¹² Normally,¹³ the layers of the vest's material will stop the bullet from entering the body. However, the vest's wearer is very likely to sustain bruises and perhaps even internal injuries.¹⁴

Most police officers and military personnel are happy to don their protective clothing as they head out on their assignments. However, they know better than anyone that their safety and security cannot be entrusting¹⁵ completely to their protective gear.

1. A. NO CHANGE
B. street clothes
C. jacket
D. uniform
2. F. NO CHANGE
G. Most people
H. Most of all people
J. Most all persons
3. A. NO CHANGE
B. However,
C. Within reason,
D. Despite this,
4. F. NO CHANGE
G. the centuries,
H. the centuries, so, too,
J. the centuries so
5. The best placement for the underlined portion would be
A. where it is now.
B. before the word silk.
C. at the end of the sentence.
D. after the word death.
6. F. NO CHANGE
G. Nevertheless,
H. Unfortunately,
J. Therefore,



7. A. NO CHANGE
B. Today's recent
C. In today's modern times
D. Today's
8. F. NO CHANGE
G. more effective
H. affecting
J. affectively more
9. Which of the following true statements, if added here, would best serve as a further explanation of the idea presented in the preceding sentence?
Should the writer add this sentence here?
A. since most heavy materials are too bulky for easy movement.
B. as it takes a great deal of study and research to develop new ideas.
C. since this type of material is never inexpensive to develop or produce.
D. as most military personnel and police officers cannot afford to purchase their own equipment.
10. F. NO CHANGE
G. of it. In fact, sort of like
H. of it, almost sort of like
J. it. like
11. A. NO CHANGE
B. bullet, spreading
C. bullet. Spreading
D. bullet; spreading
12. F. NO CHANGE
G. sustaining itself
H. having been sustained locally
J. DELETE the underlined portion.

13. Which choice best shows that body armor does not always prevent injury or death?
- A. NO CHANGE
 - B. In the best-case scenario,
 - C. Most of the time,
 - D. Almost always,
14. The writer is considering deleting the underlined portion. If the writer chooses to delete this phrase, the paragraph would primarily lose a statement that suggests:
- F. wearing protective gear does not necessarily ensure that there will be a lack of serious injury.
 - G. wearing protective clothing ensures that there will be absolute safety from serious injury.
 - H. wearing protective gear always protects the wearer from death.
 - J. a wearer of protective gear will probably only sustain bruises.
15. A. NO CHANGE
- B. trusting
 - C. entrusted
 - D. by trust



ANSWERS & EXPLANATIONS

Passage (6 - 10)



PASSAGE VI

1. The best answer is D.

The question requires you to determine the correct punctuation. A good rule of thumb when it comes to commas is to use them where you would naturally pause when reading a sentence. A comma is not necessary anywhere within the underlined portion of the sentence, so answer choice D is correct.

2. The best answer is F.

The best way to answer this question is to go through each of the answer choices and determine which of the phrases works best when substituted for the underlined portion of the sentence. Answer choice G can be eliminated because it is awkward and does not make sense. Answer choice H can also be eliminated because it is too wordy. Yellow fever was a serious disease, not just “annoying,” so answer choice J can be eliminated because it is not supported by the context of the passage. The sentence is best as it is written.

3. The best answer is A.

“In spite of” and “regardless of” are prepositional phrases that are not supported by the rest of the sentence. Eliminate answer choices B and D. The sentence no longer makes sense when “it was” is substituted for the underlined portion, so answer choice C can be eliminated.

4. The best answer is H.

The question tests your ability to express the idea clearly and simply. The underlined portion lacks a verb that is parallel to the other verbs used in the sentence. Eliminate answer choice F. Answer choices G and J are wordy and slightly awkward. The phrase “commonly accepted” is clear and concise.

5. The best answer is C.

The question requires you to correctly punctuate the underlined portion of the sentence. A semicolon should be followed by an independent clause. Since “such as the clothing or blankets...” could not stand alone, answer choice A should be eliminated. Answer choice B creates an incomplete sentence, and answer choice D is awkward and ungrammatical.

6. The best answer is G.

To answer this question, look for an answer choice that proves that the spread of yellow fever is different from any other disease that is spread by contact with an infected person. Answer choice G is correct because it shows that yellow fever is not spread by direct contact.

7. The best answer is D.

Since the word fever is singular, use an apostrophe before the s to indicate singular possession.

8. The best answer is G.

This question requires you to use specific language. Eliminate the ambiguous pronouns.

9. The best answer is C.

The question requires you to determine which descriptive word best emphasizes how fast yellow fever was infecting soldiers. “Great,” “normal,” and “quite” do not effectively describe the rate of infection, so answer choices A, B, and D can be eliminated. “An alarming” rate best emphasizes the rapid spread of yellow fever, and it is idiomatic.

10. The best answer is J.

The question tests your ability to express the idea clearly and simply, and to identify irrelevant information. “So helping his cause,” and “which helped his cause” are both unnecessary and awkward within this sentence. The most clear and simple way to express the sentence is to end it after the word “experiments.”

11. The best answer is B.

The question requires you to determine the correct form of the underlined portion of the sentence. “Materials” is plural, so answer choices C and D can be eliminated because both are in singular form. Since the paragraph discusses events that occurred in the past, answer choice A can also be eliminated, as “have” is present tense.

12. The best answer is F.

The first two sentences of the paragraph discuss the first part of the experiment. “A second building ...” begins the discussion of a different part of the experiment. The sentence as written makes it clear that the paragraph discusses separate experiments.

13. The best answer is B.

The question requires you to determine the form of “repeat” that best fits in the context of the sentence. To maintain parallel construction, the past-tense verb “repeated” should be used. This clearly indicates that the experiments were performed “many times.” The other answer choices do not make sense when used within the sentence.

14. The best answer is F.

Paragraph 3 discusses the experiments that were run to test the source of yellow fever.

Paragraph 4 explains that the results of the experiments saved many people from yellow fever.

Answer choice F is the only selection that successfully links Paragraph 3 to Paragraph 4.

15. The best answer is B.

This question requires you to express the idea clearly and simply. Only answer choice B clearly identifies the effect of the vaccines on the incidence of yellow fever outbreaks. Answer choice A is awkward, and answer choices C and D are irrelevant.



PASSAGE VII

1. The best answer is J.

The question requires you to determine which form you should use to suggest that the Giant Panda is native to China. “It’s” is a contraction for “it is,” so answer choice F can be eliminated. The sentence refers to “it,” which is singular, so answer choice G can be eliminated. “There” indicates location, not possession, so answer choice H can be eliminated. “Its” is singular and correctly implies that China is the Great Panda’s native country.

2. The best answer is A.

The sentence implies that the Giant Pandas have been pushed from low to high altitudes. In other words, the underlined portion should suggest that the pandas lived at lower altitudes at sometime in the past. The remaining answer choices are not supported by the context the sentence.

3. The best answer is H.

The sentence requires that the underlined portion refer to an event that has already occurred. Answer choice H indicates that the pandas (plural) have already been pushed into higher altitudes, which is correct.

4. The best answer is B.

The phrase “by nature” should be treated as extra information in the sentence. This is called a parenthetical expression, and it should be set off by commas. In other words, there should be a comma before “by” and a comma after “nature.”

5. The best answer is G.

The question requires you to determine the correct way to express that the dense habitat belongs to the Giant Pandas. “There” refers to a location, not possession, so answer choice F can be eliminated. “They’re” is a contraction of “they are,” which does not express possession, so eliminate answer choice H.

6. The best answer is A.

The question tests your ability to express the idea clearly and simply. The sentence is best as it is written. The other answer choices are awkward, and they do not effectively express the idea that the pandas are able to stay away from one another if they so choose.

7. The best answer is H.

The question requires you to correctly punctuate the underlined portion of the sentence. The sentence as written makes the second sentence incomplete. Eliminate answer choice F. A semicolon should be followed by an independent clause, so answer choice G can be eliminated. Since answer choice J would create a run-on sentence, it should be eliminated as well.

8. The best answer is D.

The sentence as it is written is redundant, so answer choice A can be eliminated. Answer choices C and B can also be eliminated because both are awkward. The only selection that is clear and simple is answer choice D.

9. The best answer is G.

A comma is used to separate the items in a list, but only if the list includes three or more items. No commas are necessary within the underlined portion, so answer choice G is correct.



10. The best answer is C.

A comma is used to separate the items in a list, but only if the list includes three or more items. No commas are necessary within the underlined portion, so answer choice C is correct.

11. The best answer is J.

This question tests your ability to express the idea clearly and simply. The first thing you should do is eliminate answer choices F and G because both are awkward. It does not make sense to say “The female perching,” so eliminate answer choice H. Only answer choice J effectively indicates what the female is doing and where she is doing it.

12. The best answer is B.

The question tests your ability to express the idea clearly and simply. The first step is to recognize that you should use the noun “rivals,” not “rivalry.” Eliminate answer choice D. Next, the word “potential” is used as an adjective to describe “rivals,” it is not used as an adverb (potentially) to describe the action of “fending off,” so eliminate answer choices A and C.

13. The best answer is H.

The preceding sentence refers to the female pandas only, so the “their” in the next sentence still refers to multiple female pandas. Answer choice F suggests that the cubs dig the dens, which does not make sense. Answer choice G does not refer to multiple females and can be eliminated. “She digs” refers to only one female panda, so answer choice J can also be eliminated.

14. The best answer is A.

The first sentence of Paragraph 4 begins with “Therefore” and then suggests that a Giant Panda is a popular display at any zoo. A logical introduction should explain why the Giant Panda is a favorite at any zoo. Answer choice A is correct because it says that most people have never seen the Giant Panda, which is a logical reason as to why the Giant Panda is popular at the zoo.

15. The best answer is G.

The question requires you to determine the proper form of the verb “to keep.” Since the rest of the sentence is in present tense, the verb should also be in present tense. Therefore, “that keeps” is the best choice. Answer choices H and J are awkward and should be eliminated.

PASSAGE VIII

1. The best answer is A.

The question tests your ability to properly determine the verb tense of the sentence. Although the naming of the Nobel Peace Prize occurred in the past, it is still named after Alfred Nobel, so the verb should be in the present tense.

2. The best answer is G.

Since the sentence is referring to events that occurred in the past, the verb tense must also be in the past. “Followed” is the correct form of the verb, and Alfred followed “in” his father’s footsteps, not “by” them, so answer choice G is correct. It does not make sense that the footsteps followed Alfred, so eliminate answer choice H.

3. The best answer is C.

Since the sentence is referring to events that occurred in the past, the verb tense must also be in the past, so eliminate answer choice A. “Devoted” is the correct form of the verb, so eliminate answer choice B. Alfred devoted “his energies,” not “of his energies,” so answer choice C is correct.

4. The best answer is H.

The question requires you to determine which of the answer choices is an example of the “dangers of dynamite during Nobel’s time.” Answer choice F refers to “today,” not Nobel’s time, so it can be eliminated. Answer choices G and J can be eliminated because they do not include any examples of the dangers of using dynamite.

5. The best answer is B.

This question tests your ability to recognize redundancy. Since the word “also” is used earlier in the sentence, it is not necessary to include it again. Eliminate answer choice C. “In addition” and “too” are synonyms of “also,” so eliminate answer choices A and D.

6. The best answer is F.

This question tests your ability to express the idea clearly and simply. Eliminate answer choices G and H, because they are wordy and redundant. It is not necessary to include the word “from” in the sentence, so eliminate answer choice J. The sentence as it is written clearly indicates where the lab was moved from (out of the city) and to (onto a barge).

7. The best answer is C.

To answer this question correctly, look for the most precise answer choice. Nobel refined one way, or “a way” to control the detonation of dynamite.

8. The best answer is H.

The dynamite belongs to Nobel, so answer choice F can be eliminated because it does not show possession. Now you must decide between “Nobels” and “Nobel’s.” Nobel is a single person, so the proper way to show possession is with an apostrophe s.

9. The best answer is A.

The best way to answer this question is to determine which sentence belongs in the first position. Sentence I effectively introduces the paragraph, and serves as a good transition from the preceding paragraph. Eliminate answer choices C and D, which do not place Sentence I in the first position. Sentence I shows where Nobel moved his lab. Sentence 2 states that “there,” in that new location, Nobel refined the way in which dynamite is controlled. Therefore, Sentence 2 should follow Sentence I. Only answer choice A has all of the sentences in the correct order.

10. The best answer is F.

“Who” is a pronoun that refers to “Nobel.” “That” and “which” do not refer to a person, so both answer choices G and H can be eliminated. Answer choice J creates a run-on sentence, so it should be eliminated.



11. The best answer is C.

The best way to answer this question is to go through each of the answer choices and determine which of the phrases works best when substituted for the underlined portion of the sentence. All of the answer choices make sense and convey the same meaning, except answer choice C. It does not make sense to say that Nobel “had interesting literature, poetry, and social issues.”

12. The best answer is J.

“In his will” is an introductory phrase that must be followed by a comma separating it from the rest of the sentence. Answer choices F, G, and H can all be eliminated because they do not have a comma after “will.” Also, only answer choice J makes it clear that, in his will, Nobel instructed his estate to establish the prizes.

13. The best answer is A.

The sentence makes it clear that more than one prize should be given, so eliminate answer choice B. Nobel’s wish was to set up “prizes,” not an “establishment,” so eliminate answer choice C. Answer choice D does not make sense when inserted into the sentence, so it should also be eliminated.

14. The best answer is H.

Because there is more than one award, use the plural pronoun these, which clearly refers to the specific Nobel prizes awarded.

15. The best answer is C.

The phrase “all over the world” is idiomatic. This question requires you to express the idea clearly and simply. The sentence as it is written is awkward and does not make sense, so eliminate answer choice A. Answer choice B is redundant and should be eliminated. Deleting the underlined portion gets rid of information that is essential to the sentence. Eliminate answer choice D.

PASSAGE IX

1. The best answer is H.

This question tests your ability to recognize redundancy. The word “many” indicates both a “series” or a “variety,” so eliminate answer choices F, G; and J because they are redundant. Inserting the word “many” clearly and simply expresses the idea.

2. The best answer is D.

This question tests your ability to express the idea clearly and simply. The passage discusses the “construction,” or “building,” of homes. Answer choices A and B are not idiomatic. Answer choice C implies that the sub-division “built” the plot of land, so it should be eliminated.

3. The best answer is F.

The choice with the most descriptive language will provide the most detailed image. Answer choices G, H, and J are too broad, and they do not include details about how many trees there are on the plot of land.

4. The best answer is C.

This question tests your ability to express the idea clearly and simply, as well as your ability to select the correct verb form. Since “builders” is plural, you should use the plural verb form “take.” Eliminate answer choice D. The word “care” as it is used in the sentence should be singular, not plural, so eliminate answer choice B. Since the paragraph is written in the simple present tense, answer choice C most effectively and accurately expresses the idea.

5. The best answer is J.

This question tests your ability to recognize redundancy. The writer includes the words “as possible” earlier in the sentence, so it is not necessary to use them again at the end of the sentence. Omitting the underlined portion gets rid of the redundancy created by the other answer choices.

6. The best answer is A.

This question requires you to punctuate the underlined portion correctly. The words “large” and “heavy” are coordinate adjectives describing the “equipment.” It is necessary to separate coordinate adjectives with a comma if you do not use a coordinate conjunction such as “and.” Answer choice D uses a comma in the right place, but the word “largely” is not appropriate.

7. The best answer is G.

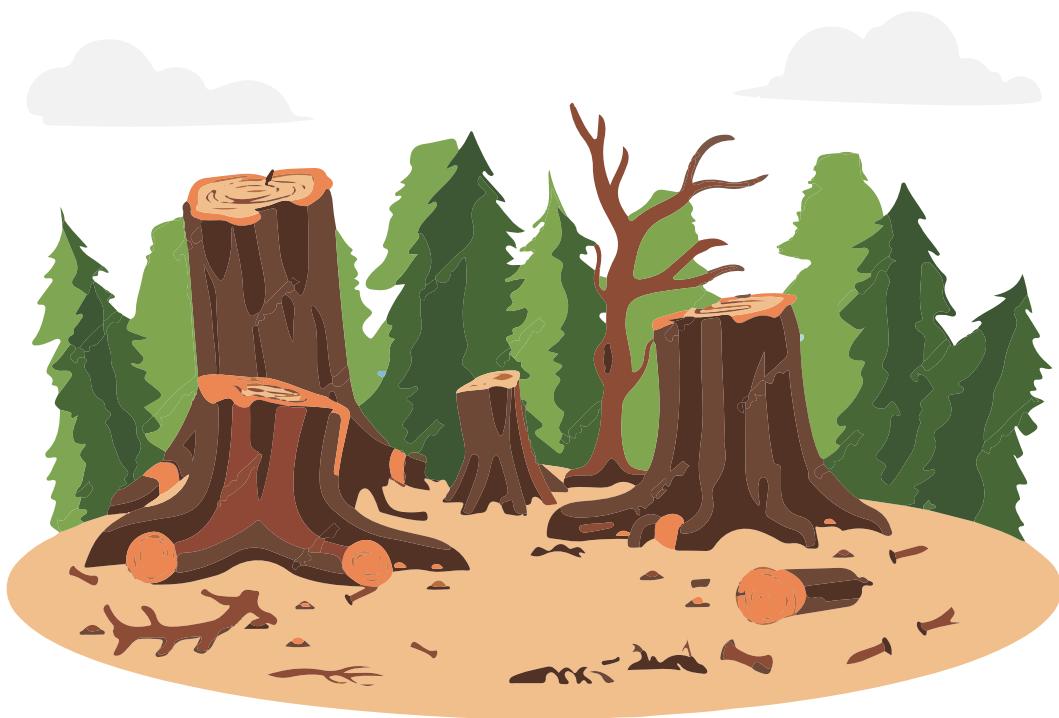
This question tests your ability to express the idea clearly. The sentence as it is written includes the ambiguous pronoun “they.” It is unclear to whom or to what the pronoun “they” is referring. Eliminate answer choice F. Likewise, answer choices H and J are ambiguous and unclear, and should be eliminated. Only answer choice G clearly indicates who chooses to flatten the land.

8. The best answer is D.

This question tests your ability to express the idea clearly. The sentence as it is written includes the ambiguous pronoun “it.” It is unclear to whom or to what the pronoun “it” is referring. Eliminate answer choice A. Answer choice C includes the possessive form “its,” which is not correct here. Only answer choice D clearly indicates what is not detected until much later.

9. The best answer is H.

This question tests your ability to express the idea clearly and simply. The context of the sentence suggests that a tree will probably die if 40 percent or more of its root system “is lost.” Since the paragraph is written in simple present tense, the best selection is answer choice H.



10. The best answer is C.

To maintain parallel construction within the sentence, the subject and verb must agree. Since the subject is plural (“tree roots”) you must use the plural form of the verb (“extend”). Eliminate answer choices A and B, which include singular verb forms.

11. The best answer is G.

To maintain parallel construction within the sentence, the subject and verb must agree. Since the subject is plural (“bulldozers, dump trucks, and cement trucks”) you must use the plural form of the verb (“drive”). Eliminate answer choice F. The paragraph is written in the simple present tense, so eliminate answer choice H, which includes the past tense form of the verb, and answer choice J, which includes the past participle form of the verb.

12. The best answer is B.

This question requires you to punctuate the underlined portion correctly. A good rule of thumb when it comes to commas is to use them where you would naturally pause when reading a sentence. There is no natural pause after the word “equipment” or the word “destroy.” Since the idea is that “compacting” the soil “may destroy” the tree, you do not need to separate the clauses with a comma.

13. The best answer is F.

A detailed explanation of why a tree’s root system is so important would best accomplish the goal presented in the question. Answer choices G, H, and J, while correct, are too broad and do not effectively continue the explanation of the importance of a tree’s root system.

14. The best answer is D.

Since Sentence 4 explains why it is necessary to keep roots from becoming buried, it makes sense that Sentence 5 should be placed immediately before Sentence 4. Placing it elsewhere in the paragraph would not make sense.

15. The best answer is J.

This question requires you to determine the main idea of the essay. Since the focus is not on ways to prevent damage during construction, eliminate answer choices F and G. The essay focuses primarily on how trees and their root systems can become damaged during construction. Answer choice J best supports this idea.

PASSAGE X

1. The best answer is D.

This question tests your ability to express the idea clearly and simply. It does not make sense that an officer of the law or an armed military person would be wearing both a suit and a uniform, so eliminate answer choice A. Likewise, eliminate answer choices B and C because they do not effectively convey the connection between an officer of the law or an armed military person, and what those people are likely to be wearing.

2. The best answer is G.

In this sentence, the word “most” is used to indicate the number of people who might opt for a bullet-proof vest. “Mostly” and “probably” have similar meanings, so eliminate answer choice F. Answer choices H and J are awkward, and do not clearly and simply express the idea, so they should be eliminated as well.

3. The best answer is A.

Because the information following the phrase “In fact” is evidence supporting information in the previous sentence, the underlined portion is correct.

4. The best answer is H.

This question requires you to punctuate the underlined portion correctly. A good rule of thumb when it comes to commas is to use them where you would naturally pause when reading a sentence. A semicolon should be followed by an independent clause, so eliminate answer choice F. Answer choice G creates an incomplete sentence, and answer choice J creates a run-on sentence. Both of these choices should be eliminated. Only answer choice H clearly indicates that weaponry, ammunition, and materials have all changed through the centuries.

5. The best answer is A.

This question tests your ability to express the idea clearly and simply. Since “silk” is the material being discussed, it makes sense to place the underlined portion directly after the word “silk,” as it is written. Placing the underlined portion elsewhere makes the sentence awkward and unclear.

6. The best answer is H.

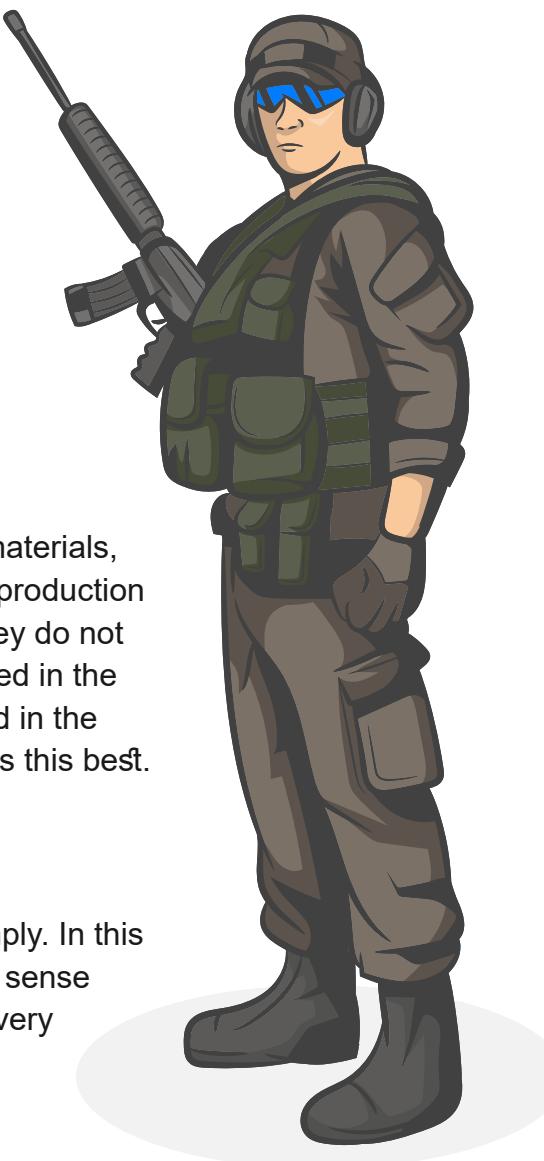
This question requires you to select the best transition between sentences. The word “soon” implies a sense of time that does not fit within the context of the paragraph. Eliminate answer choice F. The paragraph discusses the importance of protecting the wearer from bullets. It makes sense that, because the flak-jacket did not protect the wearer from bullets, that the best transition word to use is “unfortunately.”

7. The best answer is D.

This question tests your ability to recognize redundancy. The word “today” suggests “recent” and “modern,” so it is not necessary to include all of those words in the sentence. The most simple way to express the idea is with the word “today’s.”

8. The best answer is G.

The best way to answer this question correctly is to insert the answer choices in the sentence and select the one that makes sense. You must answer the question, “A variety of synthetic materials, some of which are” what? The word “effective” best answers that question. Answer choices F, H, and J are very awkward and do not successfully convey the idea being presented in the sentence.



9. The best answer is C.

The preceding sentence discusses the “production” of synthetic materials, so you should look for an answer choice that further explains the production of these materials. Eliminate answer choices A and D because they do not discuss production of material. You must also tie the idea presented in the preceding sentence to the concept of cost, since that is mentioned in the sentence about which you are being asked. Answer choice C does this best.

10. The best answer is J.

This question tests your ability to express the idea clearly and simply. In this case, you should try the shortest answer choice to see if it makes sense and effectively conveys the idea. Answer choices F, G, and H are very wordy and awkward, and they do not express the idea as clearly and simply as does answer choice J.

11. The best answer is B.

This question requires you to correctly punctuate the underlined portion. The sentence as it is written is a run-on sentence, so eliminate answer choice A. Answer choice C creates an incomplete sentence, so it should also be eliminated. A semicolon should be followed by an independent clause, so eliminate answer choice D.

12. The best answer is J.

This question tests your ability to express the idea clearly and simply, which, in this case, means eliminating answer choices that include irrelevant information. Since the sentence already indicates that the impact is spread around the body, any information about how this is in contrast to the impact being sustained in one area is redundant and irrelevant. Deleting the underlined portion keeps the sentence simple, while still effectively expressing the idea.

13. The best answer is B.

The question asks you to indicate that body armor does not always prevent injury or death. Answer choices A, C, and D suggest that the material in a bullet-proof vest will often or always prevent injury or death. Answer choice B effectively shows that, only under some circumstances, but certainly not always, will body armor prevent injury or death.

14. The best answer is F.

The best way to answer this question correctly, is to determine what, if anything, the underlined portion adds to the sentence. The underlined portion includes information that indicates that the bullet-proof-vest wearer could sustain serious injury while wearing the vest. If this information is removed, the paragraph would lose a statement that suggests protective gear does not guarantee or ensure a lack of serious injury. The other answer choices are not supported by the context of the paragraph.

15. The best answer is C.

This question requires you to select the correct verb form. The verb “entrust” means to “place trust in,” which makes sense based on the context of the paragraph. The idea being conveyed is that police officers and military personal know that their safety cannot be “entrusted” completely to the protective gear that they wear; they must take additional precautions to ensure their safety.

ACT ENGLISH PRACTICE TEST

9 Minutes -15 Questions



PASSAGE XI

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

The following paragraphs may or may not be in the most logical order. You may be asked questions about the logical order of the paragraphs, as well as where to place sentences logically within any given paragraph.

Mike and his Cable TV

[1]

My best friend Mike is notorious for ignoring many of the modern conveniences that most people could not live without he'd sooner handwrite¹ anything than sit at a computer to type. He insists that,² it would be too much trouble to learn all of the functions on a word-processing program. So, I was not the least bit surprised to hear of his disappointment in his evening last Friday. Apparently, he is³ very excited to host some friends from work at his apartment for the first time. Within minutes of their arrival, one of them reached for the television remote and punched in a channel. Alerted by the sound of static from the TV, Mike realized immediately what was happening: the first game of the playoffs was on, and he didn't have cable service! Therefore, he⁴ asserts he has no desire to have more than a few channels to flip through. but I imagine at that moment on Friday evening, he had wished for cable service.⁵ Mike's first party was a bust, but he hoped to fix that soon.

[2]

To help my friend, I said I would look into it.⁶ I spoke to a sales agent with the cable company about the different packages of channels available to someone living in Mike's apartment building. She started by describing the most⁷ premium package, so I quickly interrupted her to say she

should begin with the cheapest offer. She insisted that the premium package was amazing, with many extra sports, and movie channels.⁸ I assured her that the cheapest possible option, when she told me it was only \$15 per month, would more than suffice, so I arranged to have it installed.⁹ I knew it would be worth it to Mike.

[3]

[1] During his first few days with cable, Mike has sat¹⁰ in front of his TV, when before he would have been¹¹ reading a comic book or milling around the apartment. [2] He is fond of animal documentaries and can't believe how many of them he finds every day across the 70 channels. [3] I showed him how to program¹² his VCR to record what he likes.

[4]

[1] With this discovery of cable television, I suspect Mike might take more kindly to technology in the future. [2] Soon I hope to introduce to him to the Internet and maybe even the cellular phone. [3] I doubt he'll turn out to be a gadget-lover like me someday.¹³ ¹⁴

1. A. NO CHANGE
B. without, he'd sooner handwrite
C. without sooner handwriting
D. without. He'd sooner handwrite

2. F. NO CHANGE
G. insists, that
H. insists that
J. insists, that,

3. A. NO CHANGE
B. was
C. would of been
D. was being

4. F. NO CHANGE
G. Thus, he
H. Consequently, he
J. He



5. Given that all are true, which of the following additions to the preceding sentence (replacing “cable service”) would be most relevant?
- A. cable service to entertain his guests
B. cable service that was wired into his apartment
C. cable service with a good remote control
D. cable service to watch
6. F. NO CHANGE 7. A. NO CHANGE
- G. them B. mostly
H. something C. much
J. cable service D. much more
8. F. NO CHANGE
- G. sports, and movie, channels.
H. sports and movie, channels.
J. sports and movie channels.
9. A. NO CHANGE
- B. I assured her that the cheapest possible option would more than suffice, and when she told me it was only \$15 per month, I arranged to have it installed.
- C. I arranged to have installed the cheapest possible option that would more than suffice, which she told me was only \$15 per month.
- D. She told me it was only \$15 per month, which I assured her would more than suffice as the cheapest possible option, so I arranged to have it installed.
10. F. NO CHANGE
- G. sits
H. was sitting
J. sat

11. A. NO CHANGE
B. would, have been
C. would have, been
D. would, have, been
12. F. NO CHANGE
G. by programming
H. a program with
J. and programmed
13. Which of the choices would provide an ending most consistent with the essay as a whole?
A. NO CHANGE
B. With time, perhaps he'll learn to embrace modern technology.
C. I'm not sure if he'd know how to use it, though.
D. Maybe Mike isn't as behind the times as I once thought.
14. Upon reviewing Paragraph 4 and realizing that some information has been left out, the writer composes the following sentence:
Little by little, I see him enjoying the pleasures of our digital world.
The most logical placement for this sentence would be:
F. before Sentence 1.
G. after Sentence 1.
H. after Sentence 2.
J. after Sentence 3.

Question 15 asks about the preceding passage as a whole.

15. The writer is considering deleting Sentence 2 of Paragraph 3. If the writer removed this sentence, the essay would primarily lose:
A. an interesting detail about how Mike is benefiting from cable television.
B. details supporting the fact that Mike is inexperienced with cable television.
C. a humorous blend of descriptive detail and relevant information.
D. proof that Mike will continue to pay the \$15 per month for cable service.

PASSAGE XII

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

The following paragraphs may or may not be in the most logical order. You may be asked questions about the logical order of the paragraphs, as well as where to place sentences logically within any given paragraph.

Ragtime: Uniquely American Music

[1]

Many forms of music¹ have originated in the United States, thanks in large part to the nations² rich ethnic diversity. It is ragtime that is one form of American music.³ Characterized both by its distinctive African-American syncopation and conservative European classical structure, ragtime in its heyday from 1900 to 1918⁴ was enjoyed by people of all races and ethnicities.

[2]

Ragtime grew from the marches and jigs popular in the Northern Black communities of the late 19th century. Historians consider 1897 the beginning of mature ragtime. A “rag” can have varied instrumentation; but⁵ usually it is written for piano. Ragtime songs have a vocal part, but much of the music makes the piano⁶ center stage. Predating recorded music, ragtime was distributed almost exclusively as sheet music, which was performed by amateur pianists in homes and cafes around the country. For this reason, many consider ragtime to be a form of classical music. Public performances by ragtime composers were in short supply, but high demand. One alternative to seeing a great performance was to hear the piece on a player piano. The first official ragtime hit was Scott Joplin’s Maple Leaf Rag, published in 1899. America was enthralled by this sophisticated composition.

[3]

[1] Today, Joplin is the most famous figure in ragtime history. [2] He first showed great musical potential⁷ at a young age, and when his family moved to a new home in Texas, his mother worked long hours to earn enough money to buy a piano for him. [3] His abilities were noticed by a German piano teacher he⁸ gave Joplin free lessons and instilled in him good classical technique. [4] Soon enough, Joplin was a skilled musician and began studying music composition at George Smith College in Sedalia, Missouri.⁹ [5] After some years as a traveling musician, where¹⁰ he eventually settled back in Sedalia and became a pianist at several, popular, men's clubs.¹¹ [6] It was during this phase of his career that he composed his Maple leaf Rag, the piano piece that propelled him, and ragtime itself, into national prominence.¹²

[4]

The ragtime style illustrates¹³ how people of diverse heritage can create unique music that lots of people like.¹⁴ Ragtime gave way to jazz by the 1920s. Audio recording was becoming popular at the same time. The piano was no longer required and jazz albums began playing in living rooms across the country. Like all folk music, though, jazz pays homage to its predecessor-ragtime-by borrowing its style, rhythm, and mood.



1. F. NO CHANGE
G. Music forms
H. One form of music
J. The form of music that
2. A. NO CHANGE
B. national
C. nations'
D. nation's
3. F. NO CHANGE
G. Known as ragtime, it is one form of American music.
H. Ragtime is one such form of American music.
J. Being one form of American music is ragtime.
4. A. NO CHANGE
B. ragtime, in its heyday from 1900 to 1918
C. ragtime, in its heyday, from 1900 to 1918,
D. ragtime, in its heyday from 1900 to 1918,
5. F. NO CHANGE
G. instrumentation but
H. instrumentation, but
J. instrumentation
6. At this point, the writer is considering adding the following parenthetical phrase: -and those who played it - Given that it is true, would this be a relevant addition to make here?
A. Yes, because it helps the reader have a better understanding of the style of music.
B. Yes, because it provides an important historical detail that is elaborated on later in the essay.
C. No, because this detail is neither essential to the meaning of the sentence nor to the content of the paragraph.
D. No, because the essay only describes the musical form and not its role in American society in the early 20th century.

7. Which of the following alternatives to the underlined portion would be LEAST acceptable?
- F. demonstrated his talent on the piano
G. revealed his musical skills
H. exposed his rhythmic touch
J. played the piano
8. A. NO CHANGE
B. who
C. whom
D. that
9. The writer is considering deleting the underlined clause from the preceding sentence (placing a period after the word composition). Should the writer make this deletion?
- F. Yes, because the information is unrelated to the topic addressed in this paragraph.
G. Yes, because the information diminishes the impact of Joplin's natural musical talent on his body of work.
H. No, because the information explains why Joplin likely began his career in Sedalia.
J. No, because the information shows that Joplin was an unremarkable music student who could not enroll in a more prestigious institution.
10. A. NO CHANGE
B. it was there that
C. was where
D. DELETE the underlined portion.
11. F. NO CHANGE
G. pianist, at several, popular men's clubs.
H. pianist at several popular men's clubs.
J. pianist, at several popular men's clubs.



12. Given that all of the choices are true, which one would most effectively tie together the two main subjects of this essay?
- A. NO CHANGE
 - B. a piano piece most Americans recognize today.
 - C. his most popular work during his lifetime.
 - D. the profits from which helped him dedicate more time to composition instead of performing in clubs.
13. Which of the following alternatives to the underlined portion is NOT acceptable?
- F. shows
 - G. draws
 - H. reveals
 - J. depicts
14. A. NO CHANGE
- B. everyone likes to listen to.
 - C. appeals to a broad audience.
 - D. never gets old.

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer's goal had been to write a brief essay focusing on the history and development of ragtime music. Would this essay successfully fulfill this goal?
- F. Yes, because the essay mentions the contributions that ragtime music has made to other African-American musical traditions.
 - G. Yes, because the essay discusses the origins of ragtime music and one of its early important figures.
 - H. No, because the essay refers to other musical forms besides ragtime.
 - J. No, because the essay focuses on only one ragtime musician, Scott Joplin.

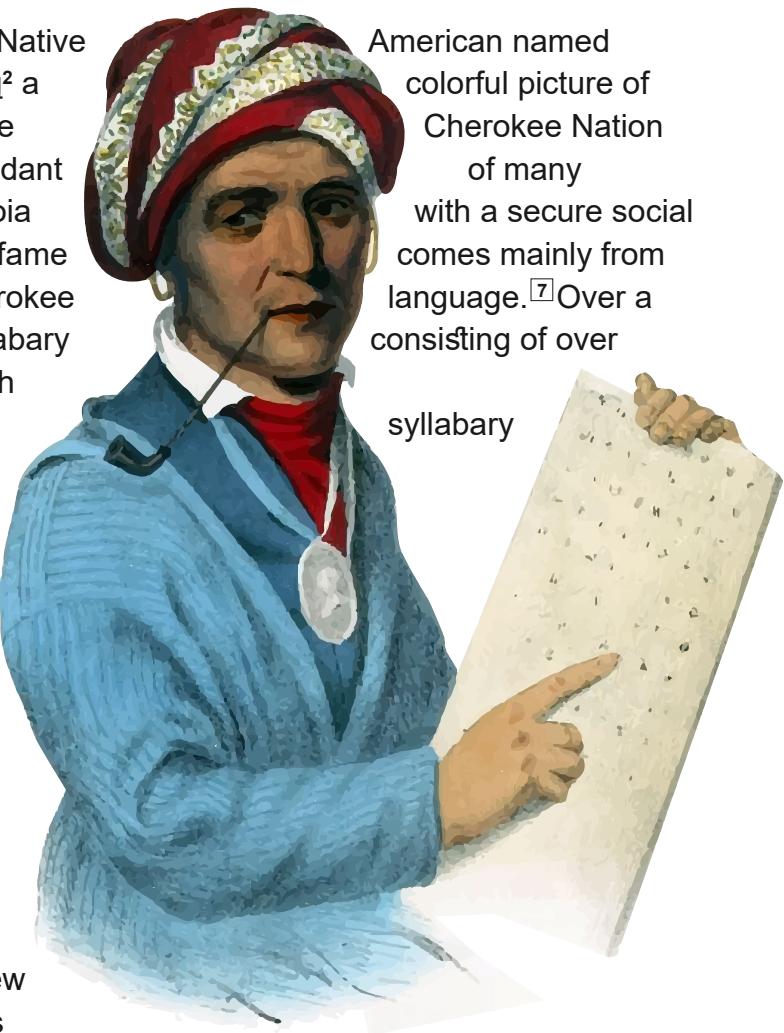
PASSAGE XIII

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Sequoia's System of Writing

Although few facts exist¹ regarding the life of the Native Sequoia, the information that is available painting² a this man on the plains.³ Sequoia was born into the in approximately 1770; his⁴ mother was a descendant respected⁵ Cherokee chiefs. This provided Sequoia stature despite his unknown paternity. Sequoia's fame his acknowledged⁶ development of a written Cherokee period of twelve years, Sequoia developed a syllabary eighty characters. Unlike an alphabet, where each letter represents a basic sound of speech, a consists of written characters, each of which represents a syllable.⁸ Remarkably, a person learning Cherokee using the syllabary is able to read and write the language in an extremely short period of time compared to the time it takes someone to master the English language. Its use⁹ among the nation's Cherokee people spread quick,¹⁰ and soon Cherokee reading materials were being widely published,¹¹ even though other tribes had no written language.

Religious missionaries quickly realized the advantages of translating sacred texts into the new Cherokee language, so Bibles and other religious



American named
colorful picture of
Cherokee Nation
of many
with a secure social
comes mainly from
language.⁷ Over a
consisting of over
syllabary

materials soon became widespread.¹² Laws were also written using Sequoia's symbols, and the first Native American newspaper, The Cherokee Phoenix, was also launched. Cherokee history was preserved through new written records, which included accounts and descriptions of ceremonial traditions and common customs.

[1] One peculiarity of this new Cherokee language was that it does not¹³ instigate a literary explosion among the Cherokee people. [2] Instead, the syllabary was used primarily as a recording device. [3] Seemingly, no poetry, novels, or biographies emerged during that time. [4] The syllabary elevated the Cherokee nation in the eyes of the rest of the world, and they became widely regarded as a learned people as a result. [5] Sequoia's system is still in use today, and anyone can discover it at a library or a computer. ¹⁴

- | | |
|---|--|
| 1. A. NO CHANGE
B. that exist
C. are existing
D. exist | 2. F. NO CHANGE
G. paints
H. and painting
J. while painting |
| 3. A. NO CHANGE
B. of the plains
C. the plains
D. with the plains | 4. F. NO CHANGE
G. 1770, his
H. 1770 his
J. 1770 his, |
| 5. A. NO CHANGE
B. respecting
C. respectfully
D. respectful | |
| 6. Which choice gives the sense that some of the facts of the story are unsubstantiated?
F. NO CHANGE
G. documented
H. alleged
J. accounted | |

7. Assuming that all of the choices are true, which one best links the preceding sentence with the rest of the paragraph?
- A. Sequoia was also known as George Guess, and he frequently interacted with white men.
 - B. The Cherokees, like many Native Americans, had primarily used pictographs to communicate.
 - C. A syllabary can consist of many different symbols and characters.
 - D. Legend reveals that Sequoia was determined to prove that his people could communicate in writing more effectively than could other tribes.

8. F. NO CHANGE

- G. that represent one syllable each
- H. that represents a syllable
- J. representing, each one, a syllable

9. A. NO CHANGE

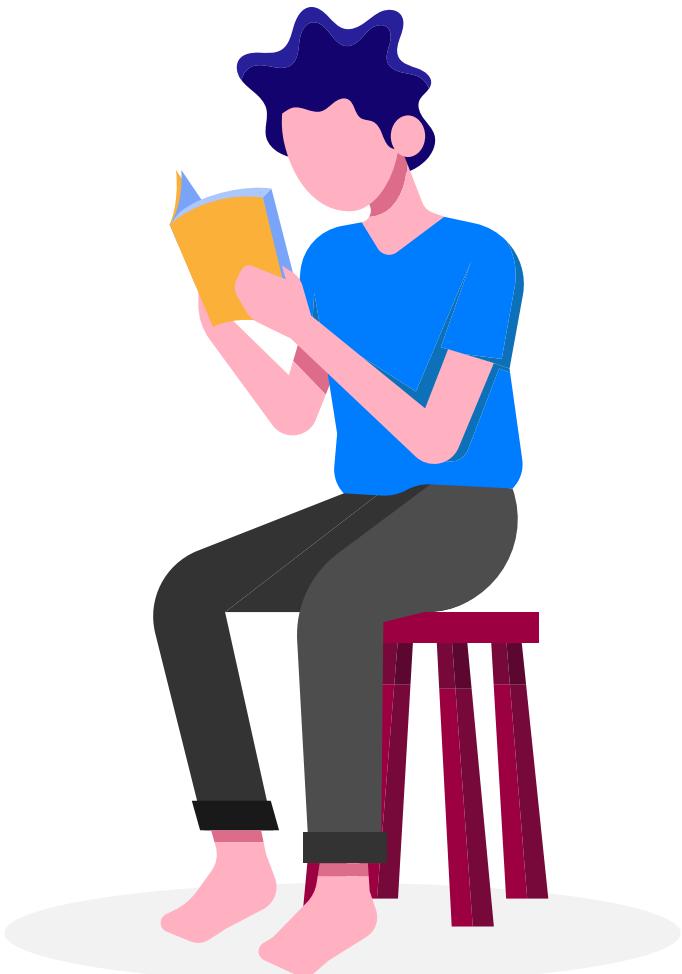
- B. It's use
- C. The syllabary's use
- D. Use of it

10. F. NO CHANGE

- G. spreads quick
- H. spreads quickly
- J. spread quickly

11. A. NO CHANGE

- B. reading materials that were being widely published
- C. had reading materials were widely published
- D. the reading materials, that were being published widely



12. If the writer were to delete the phrase “so Bibles and other religious materials soon became widespread,” ending the sentence with “language,” the essay would primarily lose a detail that:
- F. enhances the main point of the essay.
G. helps the reader understand the real purpose of Sequoia’s syllabary.
H. further explains the first part of the same sentence.
J. adds a humorous element to the essay.
13. A. NO CHANGE
B. it did not
C. it might not
D. it should not
14. Which of the following sequences of sentences makes this paragraph most logical?
F. NO CHANGE
G. 1, 3, 2, 4, 5
H. 3, 4, 2, 1, 5
J. 4, 3, 1, 2, 5

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer had intended to write a brief introduction to the Cherokee nation of the early United States. Would this essay successfully fulfill this goal?
- A. Yes, because the essay discusses the development of an important part of the Cherokee nation, specifically its written language.
B. Yes, because Sequoia made a huge contribution to the Cherokee culture.
C. No, because the essay focuses on one aspect of the Cherokee nation, not on the society as a whole.
D. No, because the essay does not address any of the most important moments of Cherokee history.

PASSAGE XIV

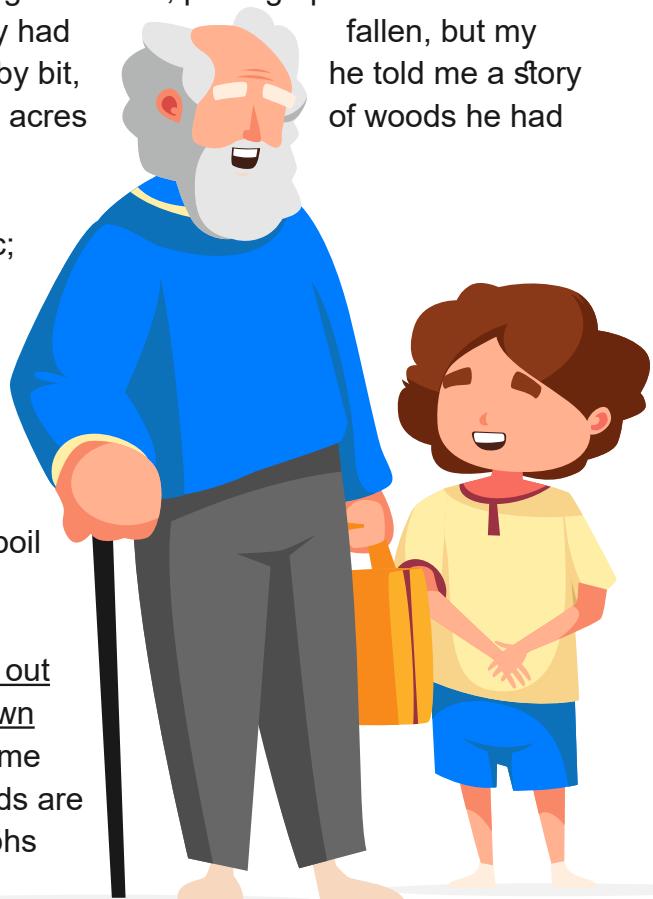
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Finding My Family Tree

As a boy, I was fortunate to have a close family, all living in the same town. I saw my grandparents often, and they'd tell me story after story of a past world and of the people who dwelled in it.¹ In one summer night² I strolled through a thicket with my grandfather, picking up leaves and sticks along the way. Sometimes I knew from which tree they had grandpa happily gave me hints for most of them.³ Bit by bit, about from where he and his family had come and the acres explored as a boy.

My grandfather's immediate family came from Quebec; his distant relatives hailed from France.⁴ He always wanted to take me to his hometown near⁵ Montreal, but we hadn't yet had the opportunity. The woods in French Canada, he said, were hardy and old, all of⁶ the trees were the regrowth from widespread logging over a century ago. Quebec has a lot of maples, too, and Grandpa explained how his mother knew how to boil the sap just slowly enough to make syrup.

When we came in from our walk, Grandpa would take out one of his dusty shoe-boxes from the cellar and sit down next to me.⁷ It amazes me how I've never seen the same shoe-box emerge twice from the attic; his family records are astounding. In the dusty box were old sepia photographs of family members



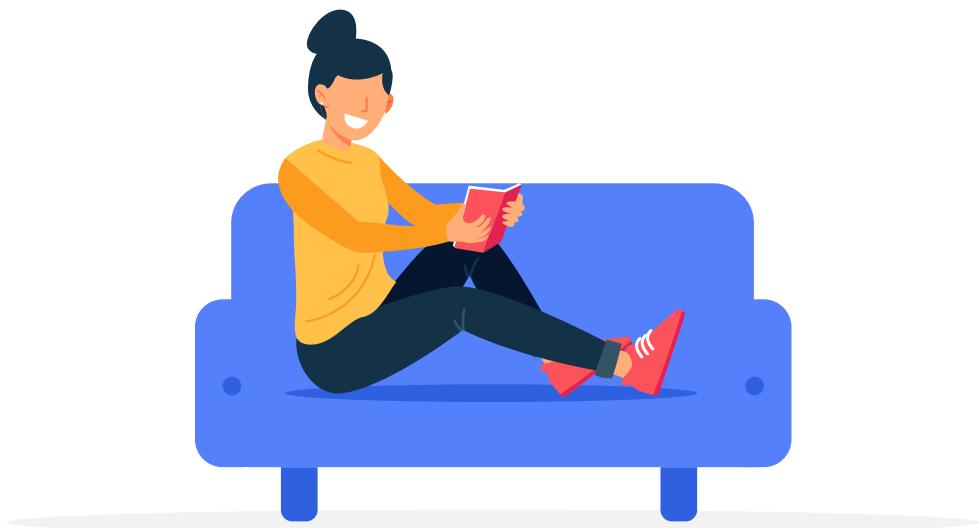
going about their daily business.⁸ My great-grandmother was pictured having kneaded⁹ dough in the kitchen. These edges¹⁰ were splitting on a photograph of boys skating on a pond, hockey sticks raised in celebration of a goal. As the pictures emerged, I felt the emotion captured by these images, and I got the nagging feeling that I would never know these people from my family's past. After that day, I often joined my grandpa to learn about my French-Canadian ancestry, so that, when he is gone, I will be the custodian of the stories.

The culmination of our time together was a detailed family tree, its base formed by our French ancestors who¹¹ first arrived on this continent. Our search for information uncovered amazing historical documents, as¹² ships' manifests and handwritten marriage certificates. If you were lucky,¹³ we'd find more than just a name. Dates recognizing births and deaths were fairly easy to find; occupations and bits of ancestors' life stories became increasing difficult¹⁴ to uncover as we dug deeper into the past. Now, though, we're preserving this history so that our progeny may learn from these stories and take comfort in knowing that, though life may end, photos capture history very well.¹⁵

1. F. NO CHANGE
G. who, dwelled, in it
H. who dwelled, in it
J. who, dwelled in it
2. A. NO CHANGE
B. For one summer night
C. One summer night,
D. In one summer night,
3. The writer is considering revising the preceding sentence by deleting the phrase "but my grandpa happily gave me hints for most of them" (placing a period after the word fallen). If the writer did this, the paragraph would primarily lose:
F. information comparing the narrator's knowledge of the woods with that of his grandfather.
G. details describing the grandfather's lifelong experience with wooded lands.
H. details describing how the narrator and his grandfather passed the time on their walks in the woods.
J. details revealing the narrator's fondness of his grandfather through sharing his knowledge of trees.
4. A. NO CHANGE
B. his relatives hailing from distant France
C. hailing more distant relatives from France
D. his relatives hailed from France distantly

5. Which of the following alternatives to the underlined portion would NOT be acceptable?
- F. by
G. outside
H. about
J. close to
6. A. NO CHANGE
B. old; all of
C. old all of
D. old; all, of
7. Given that all of the choices are true, which one would most effectively lead the reader from the first sentence of this paragraph to the description that follows in the next two sentences?
- F. NO CHANGE
G. Maple syrup aside, there are lots of things I like about my family, and my grandpa continued to astound me with his tales.
H. Grandpa usually has a good story to tell on our walks.
J. No one else in my family has as much passion for long walks as does my grandpa.
8. Given that all of the choices are true, which one provides information most relevant to the main focus of this paragraph?
- A. NO CHANGE
B. in suits and dresses.
C. enjoying a picnic in the country.
D. with stark expressions.
9. F. NO CHANGE
G. kneads
H. kneading
J. was kneading

10. A. NO CHANGE
B. That the edges
C. The edges
D. Those edges
11. F. NO CHANGE
G. our French ancestors, whom
H. our French ancestors whom
J. our French ancestors who
12. A. NO CHANGE
B. such as
C. being
D. as like
13. F. NO CHANGE
G. If we were lucky,
H. If you are lucky,
J. If one is lucky,
14. A. NO CHANGE
B. increasing and difficult
C. increasingly difficult
D. increasing with difficulty
15. The writer wants to balance the statements made in the earlier part of this essay with a related detail that reveals why the narrator wants to preserve this history. Given that all of the choices are true, which one best accomplishes this goal?
F. NO CHANGE
G. we can still tell our stories.
H. family goes on forever.
J. people can reminisce over photo albums and scrap- books.



PASSAGE XV

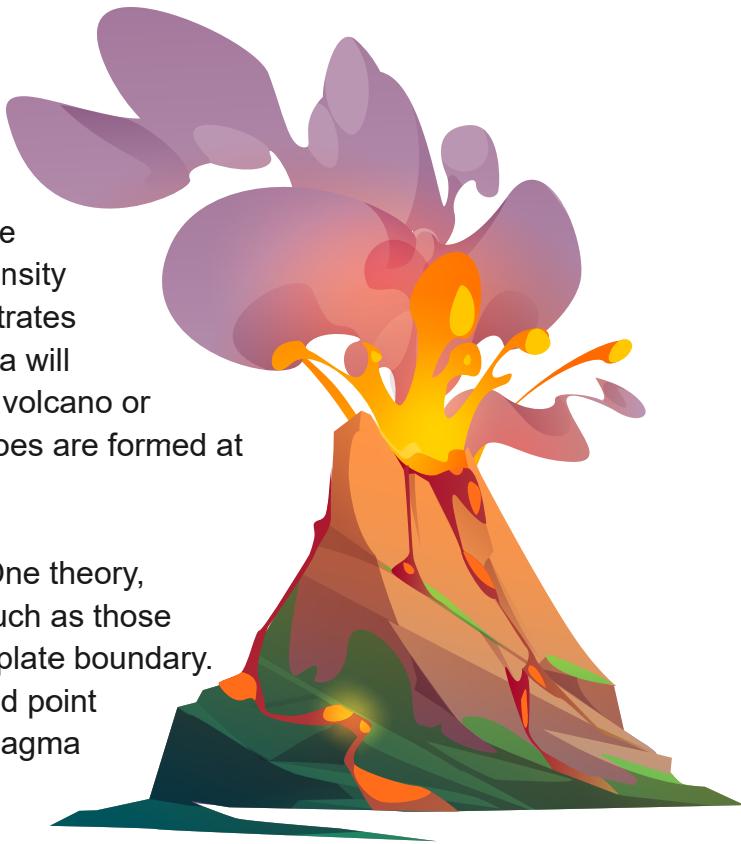
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How Volcanoes Work

What causes the formation of volcanoes? Before humans understood that the center of the Earth was made of molten iron, scientific hypotheses pointed to chemical reactions in superficial layers of magma to explain the phenomenon. Through modern geology, humans have a clearer though hardly complete understanding of the mechanism of magma flow, and can¹ analyze the vibrations of the earth to warn of recent² eruptions.

Most volcanoes were being formed as³ the result of magma flowing out of the surface of the earth and hardening, usually near a subduction zone. As two tectonic plates collide, one of them⁴ is forced under the other, and the seabed rock melts to form new, low-density magma. This magma is red hot⁵ and eventually penetrates unstable pockets of the Earth's surface. Some magma will succeed in reaching the surface either to form a new volcano or adding⁶ more mass to an existing one. Not all volcanoes are formed at continental boundaries, however.

Hotspot volcanoes form⁷ by a different mechanism. One theory, proposed in the 1960s, seeks to explain volcanoes such as those that formed the Hawaiian Islands, which are not at a plate boundary. The probable explanation is a hotspot, which is a fixed point beneath the Earth's crust where a narrow plume of magma rises into the crust and appears at the surface as a



continental volcano or a volcanic island. Chains, of volcanic islands called archipelagos,⁸ provide evidence that the hotspot stays in place as the tectonic plate passes over it.

Geologic processes are slow, while⁹ research must include the study of ancient human accounts of eruptions and layers of rock millions of years old.

In general, eruptions¹⁰ seem to occur every several hundred or even thousand years, and many volcanoes seem to be completely dormant, that is unlikely to erupt soon.¹¹ No one can say for sure that these volcanoes will not erupt again in the future, so scientists take serious¹² the study of every volcano situated where a future eruption could bring significant human loss and environmental damage. Predicting volcanic eruptions is not an exact science, and only within the briefest geological moment can people warn¹³ to evacuate. Through studying the Earth's vibrations, physical deformation, and gas emissions, geologists in recent decades have made several excellent predictions of volcanic eruption, unfortunately¹⁴ at the Philippines Mount Pinatubo in 1991 and Popocatepetl outside Mexico City in 2000.

Understanding the mechanisms of the Earth's interior and continuing to study volcanoes will advance the development of reliable early warning systems for dangerous eruptions. Volcanoes are both feared and revered for their beauty and awesome destructive power, instead¹⁵ they show that humans have much more to learn about the planet Earth.

1. A. NO CHANGE
B. and, can
C. and can,
D. and

2. F. NO CHANGE
G. encroaching
H. approximate
J. impending

3. A. NO CHANGE
B. Most volcanoes have been fanning as
C. Most volcanoes form as
D. Most volcanoes will be fanning as



4. F. NO CHANGE
G. one of the plates are
H. one,
J. one plate, being
5. Given that all of the choices are true, which one provides the most logical cause for the action described in the statement immediately following this underlined portion?
A. NO CHANGE
B. This magma rises
C. This magma condenses
D. This magma forms pools
6. F. NO CHANGE
G. adds
H. add
J. added
7. A. NO CHANGE
B. Formation of hotspot volcanoes is
C. There are hotspot volcanoes that form
D. In addition, hotspot volcanoes are formed
8. F. NO CHANGE
G. Chains of volcanic islands, called archipelagos,
H. Chains of volcanic islands called archipelagos
J. Chains, of volcanic islands, called archipelagos
9. A. NO CHANGE
B. slow, but
C. slow, so
D. slow, although
10. F. NO CHANGE
G. Quite regularly, eruptions
H. Many times, eruptions
J. Often, eruptions

11. A. NO CHANGE
B. that is, unlikely to erupt soon
C. that is unlikely, to erupt soon
D. that, is unlikely to erupt soon

12. F. NO CHANGE

- G. taken seriously
H. seriously taking
J. take seriously

13. A. NO CHANGE

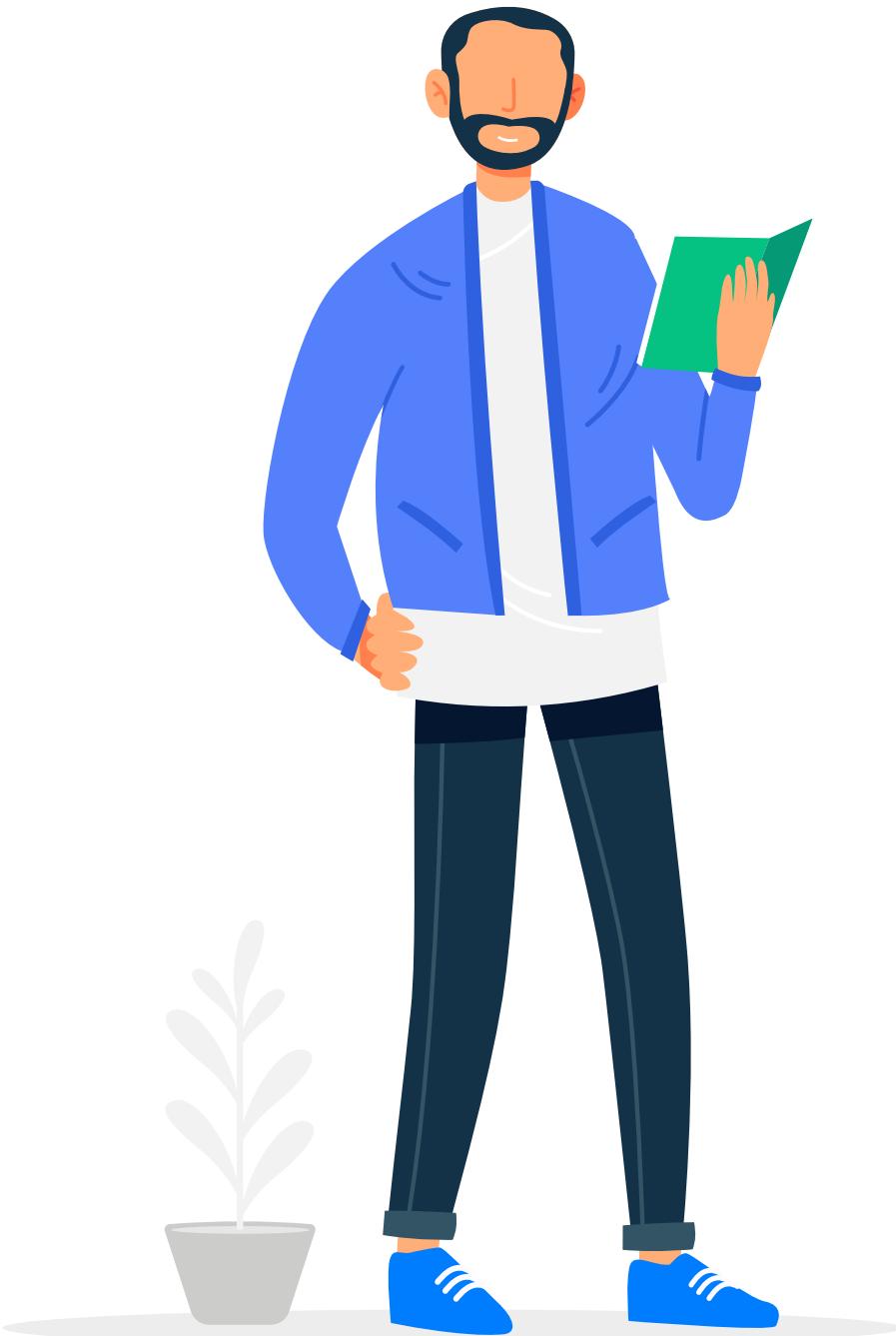
- B. be warning
C. receive warning
D. have the warning

14. F. NO CHANGE

- G. most notably
H. typically
J. characteristically

15. A. NO CHANGE

- B. seemingly
C. when
D. and



ANSWERS & EXPLANATIONS

Passage (11 - 15)



PASSAGE XI

1. The best answer is D.

The contraction he'd begins a new, independent clause, which is clear and concise as a separate sentence. Answer choices A and C would make the sentence ungrammatical. Answer choice B would create a run-on sentence.

2. The best answer is H.

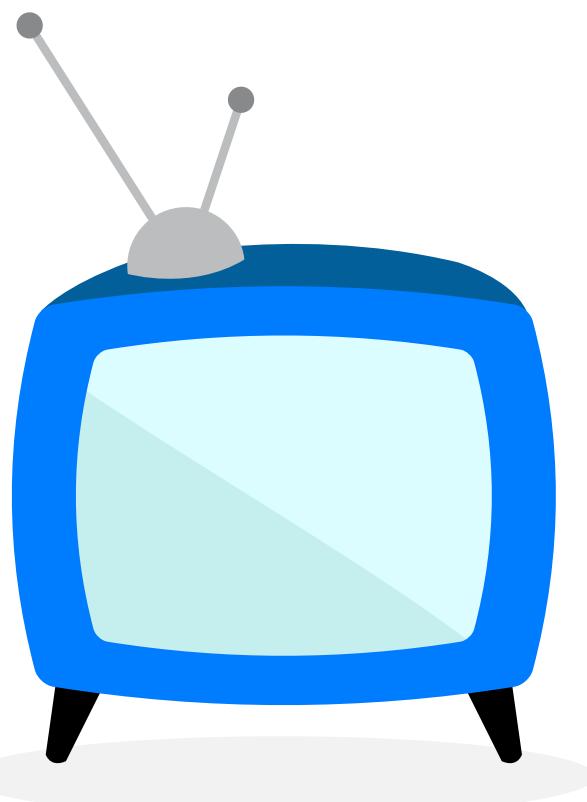
The verb insists takes a clause headed by that as its object, which may not be separated from the verb with a comma. The other answer choices incorrectly use commas.

3. The best answer is B.

The sentence should be in past tense in order to maintain parallel construction.

4. The best answer is J.

There is no cause-effect relationship described between this sentence and the preceding one, so the other answer choices may be eliminated.



5. The best answer is A.

Unlike the other answer choices, answer choice A describes the primary reason Mike would have wanted cable at the particular moment in the narrative described in the previous sentence.

6. The best answer is J.

For the sake of clarity, paragraphs are best introduced without the use of pronouns. Furthermore, answer choice G does not agree with the singular noun cable service, to which it refers.

7. The best answer is A.

The underlined portion requires no changes.

8. The best answer is J.

Nouns conjoined with and may not be separated with a comma, as in answer choices F and G, nor may they be separated from the noun with which they form a compound (channels), as in answer choices G and H.

9. The best answer is B.

This list sets the events of the conversation in correct chronological order. The other answer choices are not as clear and concise.

10. The best answer is J.

The sentence describes a completed event in the past; therefore, the other answer choices may be eliminated.

11. The best answer is A.

No punctuation is required.

12. The best answer is F.

It is correct to use the infinitive to followed by the simple verb program.

13. The best answer is B.

It maintains the lighthearted, slightly tongue-in-cheek tone of the passage and makes sense in the paragraph. The other choices may be eliminated for being unrelated and straying from the general tone of the passage.

14. The best answer is G.

Placing the sentence between Sentence 1 and Sentence 2 provides a logical transition from the former to the latter. The other answer choices would not accomplish this; therefore, they may be eliminated.

15. The best answer is A.

The Sentence supports the assertion that Mike is profiting from cable service. Answer choices B and D are not supported by the passage. Answer choice C, while possibly true, is not very specific. Moreover, Sentence 2 of Paragraph 3 is not obviously humorous, as answer choice C claims.

PASSAGE XII

1. The best answer is F.

As it is written, the sentence leads logically to the next sentence, which identifies a single example of a “form of music.”

2. The best answer is D.

The word nation refers to a single nation and must be in possessive form in order to modify rich ethnic diversity. Answer choice B would create an awkwardly long chain of adjectives before the noun diversity.

3. The best answer is H.

This question tests your ability to express the idea clearly and concisely. The sentence in answer choice H is the most clear and concise among the answer choices.

4. The best answer is D.

The phrase in its heyday from 1900 to 1918 is an appositive, which must be separated from the clause with commas.

5. The best answer is H.

Clauses beginning with but must be separated from the main clause with a comma. Only answer choice H uses the correct punctuation. Answer choice F incorrectly uses the semicolon. Answer choice J omits but, a critical element in the sentence.

6. The best answer is B.

The “detail that is elaborated on later in the essay” is the fame of a particular ragtime player, Scott Joplin.

7. The best answer is J.

The other answer choices provide stronger reasons why Joplin’s mother would have “worked long hours” to afford a piano. They indicate Joplin was an exceptional talent.

8. The best answer is B.

The subject pronoun who is used to represent human beings in subordinate clauses. Answer choice C is an object pronoun. Answer choice D is a relative pronoun used for non-human things.

9. The best answer is H.

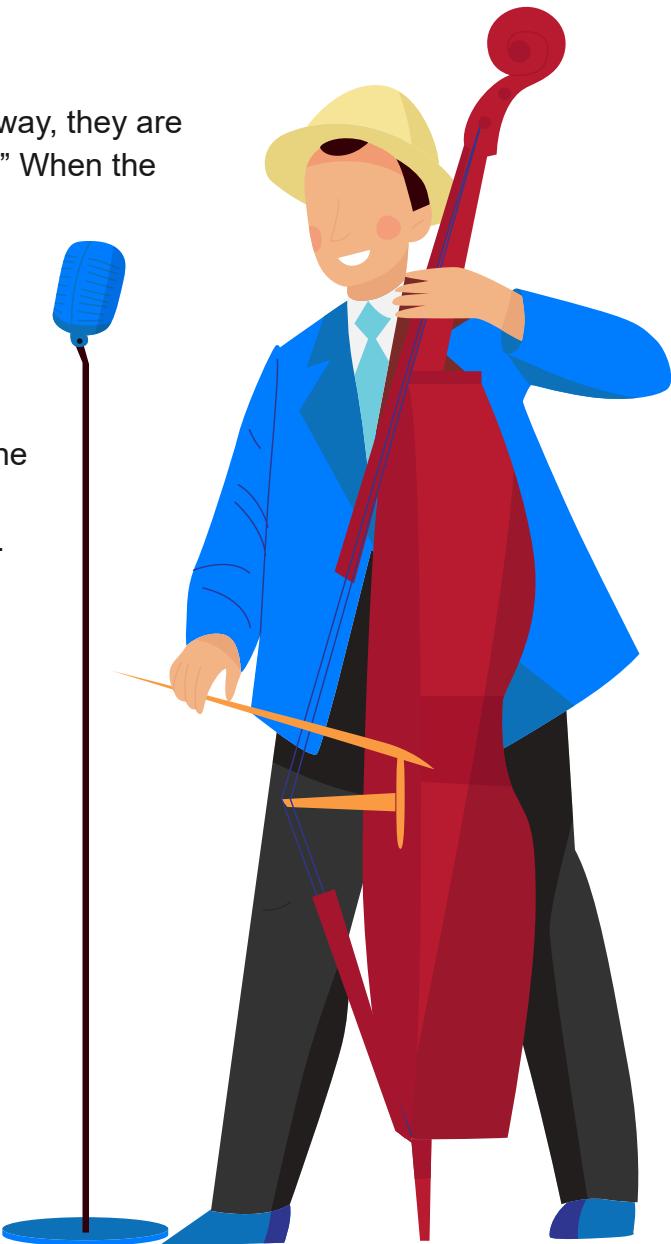
This detail offers an explanation of why Joplin, though raised in Texas, found fame in Missouri.

10. The best answer is D.

The sentence needs a main clause, which must begin with a subject. The other answer choices create sentence fragments.

11. The best answer is H.

When a chain of adjectives modifies a noun in a related way, they are punctuated like a list, e.g., “soft, furry, and lovable rabbit.” When the adjectives modify the noun each in a unique way, as in this phrase, they are not punctuated.



12. The best answer is A.

The sentence as it is written ties together the subject of Scott Joplin and the broader subject of ragtime music. The other answer choices emphasize the Maple Leaf Rag, which would be left dangling at the end of the paragraph.

13. The best answer is G.

While each of the words has a similar meaning, only “draws” does not fit the context of the sentence.

14. The best answer is C.

It uses more descriptive language than the other answer choices, avoiding nonspecific, common words.

15. The best answer is G.

The essay provides a concise introduction to the birth of ragtime and its most famous composer, which constitute a good introduction to the “history and development” of the musical genre.

PASSAGE XIII

1. The best answer is A.

The underlined portion requires no change. It is in simple present tense and third-person plural form to agree with the subject, “few facts.” Answer choice B would incorrectly insert “that.” Answer choice C has the wrong aspect, which makes it very awkward. Answer choice D is in third-person singular form.

2. The best answer is G.

The simple present tense verb is correct for the simple subject “information” and is clear and concise.

3. The best answer is B.

Answer choice B reflects the use of “of ” that is like “from” in how it introduces one’s native land: man of the North, child of the mountains, etc.

4. The best answer is F.

Use a semicolon to join two related independent clauses.

5. The best answer is A.

The notion of respect is a valuable detail. Among the answer choices, only answer choice A is an appropriate adjective to modify “Cherokee chiefs.”

6. The best answer is H.

The word “alleged” is similar in meaning to “supposed.” This is an example of a word commonly used as an adverb, “allegedly,” than as an adjective (e.g., “The defendant allegedly robbed a bank”). Answer choice His the only one to cast any doubt on the truth of the claims made about Sequoia.

7. The best answer is D.

This sentence connects the preceding sentence, which simply mentions the belief that Sequoia invented a writing system, with the rest of the paragraph, which details the development of the writing system. It describes why Sequoia chose to create the writing system in the first place.

8. The best answer is F.

The underlined portion requires no changes. Answer choices G and H may be eliminated first because a clause introduced by “that” would not follow a comma as it is used here. Answer choice J may be eliminated for awkwardness.

9. The best answer is C.

All choices with the pronoun “it” may be eliminated because they would wrongly refer to “the English language,” the closest expressed noun.

10. The best answer is J.

The sentence should be in past tense, so answer choices G and H may be eliminated. Answer choice J correctly modifies the verb with an adverb, not an adjective, as in answer choice F.

11. The best answer is A.

The underlined portion requires no changes. Answer choice B may be eliminated because it would create a sentence fragment. Answer choices C and D would make the sentence ungrammatical.

12. The best answer is H.

“Bibles and other religious materials” constitute “sacred texts,” which are mentioned earlier in the sentence.

13. The best answer is B.

The sentence should explicitly address the past, so the present tense answer choice A and the hypothetical answer choices C and D may be eliminated.

14. The best answer is G.

Sentence 3 elaborates on the claim made in Sentence 1, so it should be raised one position in the paragraph. No other changes need to be made to the paragraph, since it flows logically.

15. The best answer is C.

The essay is very specific in its scope, so it would not satisfy the requirements of being an “introduction to the Cherokee nation.” Answer choice D is incorrect because the passage indeed describes an important part of Cherokee History.



PASSAGE XIV

1. The best answer is F.

This is a well-formed clause that does not require internal punctuation.

2. The best answer is C.

Introductory phrases of time do not require a preposition before them, so answer choice C is the most concise.

3. The best answer is J.

This detail is an example of an event that is characteristic of the close relationship between the grandfather and the narrator. It is consistent with the reminiscent tone of the passage.

4. The best answer is A.

Answer choices B and C may be eliminated because a complete sentence is required following the semicolon. Answer choice D may be eliminated because “distant” should modify “relatives.”

5. The best answer is H.

The only word that is not idiomatic and does not fit the context is “about.”

6. The best answer is B.

This answer choice forms two closely related complete sentences, which may be joined with a semicolon. The only other acceptable option would be to use a period, but that is not offered among the answer choices.

7. The best answer is F.

The next two sentences go into detail about the contents of the shoe boxes. Answer choice G contains an awkward sequence of tenses. The third paragraph describes the activities the author and his grandfather shared after his walks; therefore, answer choices H and J may be eliminated.

8. The best answer is A.

The narrator goes on to describe simple photographs of his ancestors’ home lives. The other answer choices are not supported by the passage.

9. The best answer is H.

A photograph is a kind of timeless representation of something, so the gerund (which bears no tense) correctly follows pictured. Here is another example: “At his memorial in Washington, Lincoln is captured sitting pensively in a chair.”

10. The best answer is C.

The definite article “The” is required here because the “edges” have not been previously mentioned; therefore, answer choices A and D may be eliminated.

11. The best answer is J.

The relative subject pronoun who joins a noun and a clause to form a complex noun phrase, “our French ancestors who first arrived on this continent.” Answer choices G and H incorrectly use the object pronoun whom. Answer choice F separates with a comma “French” from the noun it modifies, “ancestors;” therefore, it may be eliminated.

12. The best answer is B.

When listing examples, it is appropriate to use “such as.” The remaining answer choices are awkward and not grammatical.

13. The best answer is G.

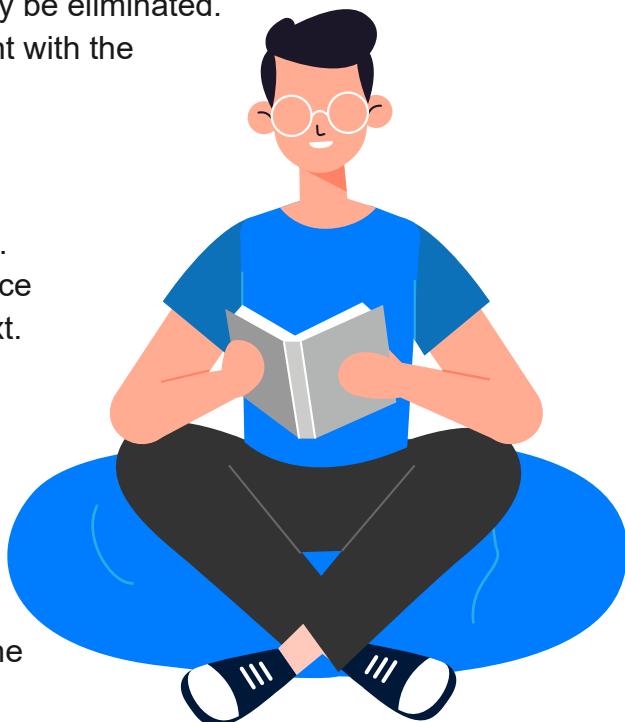
The first-person plural subject pronoun “we” correctly refers to the narrator and his grandfather; therefore, answer choices F and H may be eliminated. Answer choice G correctly uses the past tense in agreement with the passage as a whole.

14. The best answer is C.

The construction became + adjective + infinitive is common. Answer choice D violates this and is awkward. Answer choice B is wordy, and “increasing” does not make sense in context. Answer choice A is wrong because one adjective modifies another; an adverb is required, as in answer choice C.

15. The best answer is H.

This answer choice is a clear and concise conclusion. The other answer choices unnecessarily repeat elements from earlier in the sentence and do not capture the essence of the passage as a whole.



PASSAGE XV

1. The best answer is A.

Answer choice A is best because it leaves “can” in place, which ties together the “understanding” mentioned earlier in the sentence and what it equips scientists to do. Answer choice B and C may be eliminated for incorrectly using the comma.

2. The best answer is J.

“Impending” means something similar to upcoming and looming, which correctly describes the kind of eruptions that demand warning.

3. The best answer is C.

The sentence describes the phenomenon of volcanoes generally, so the simple present tense is appropriate. The other answer choices use incorrect verb tense.

4. The best answer is F.

The underlined portion requires no changes. Answer choice G is incorrect because it mismatches person between the subject and verb. Answer choices H and J are incorrect because they misuse the comma.

5. The best answer is B.

Only answer choice B correctly describes what led the magma to break through the surface of the Earth, as mentioned later in the sentence.

6. The best answer is H.

Only answer choice H parallels the uninflected form of the verb form that comes before the conjunction or.

7. The best answer is A.

It is better to write in active voice than it is to write in passive voice. As it is written, the sentence is clear, concise, and in active voice.

8. The best answer is H.

The phrase is a complex noun phrase that acts as the subject of the sentence; therefore, no punctuation is needed.

9. The best answer is C.

The subordinator “so” correctly indicates the cause-effect relationship between the slowness of geologic processes and the necessity to search for ancient evidence in order to study them.

10. The best answer is F.

The author is speaking about all volcanoes, so the introductory phrase “In general” is most appropriate. Furthermore, the other answer choices seem awkward when such a wide range of time is given.

11. The best answer is B.

The phrase “that is” is a means to introduce a definition or clarification, and is necessarily set apart from the sentence with commas.

12. The best answer is J.

The adverb seriously correctly modifies the verb take. The sentence as it is written incorrectly uses the adjective serious to modify the verb take, while answer choices G and H use the wrong form of the verb take.

13. The best answer is C.

It is most clear and concise. The other answer choices are awkward in context.

14. The best answer is G.

The phrase appropriately introduces two famous examples of predictions, which none of the other answer choices do.

15. The best answer is D.

The first clause of the sentence (before the comma) is unrelated to the second clause, so the conjunction “and” is most appropriate.

ACT ENGLISH PRACTICE TEST

9 Minutes -15 Questions



PASSAGE XVI

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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," which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Miami Time

My family is part of the Miami tribe a Native American people.¹ with strong ties to territory in present-day Ohio, Indiana, and Illinois. Growing up in the Midwest, I often heard my grandmother talk about "Miami time." When she was doing something she loved, whether it was making freezer jam or researching tribal history.² she refused to be rushed in a hurry.³ "I'm on Miami time today," she would say. Conversely, if we were running late for an appointment. She⁴ would chide us by saying, "Get a move on. We're not running on Miami time today, you know."



It was a difficult concept for me to grasp.⁵ My grandmother tried to explain that "Miami time" referred to those moments, when⁶ time seemed to slow down or stand still. Recently, the meaning of her words⁷ started to sink in. One morning, my son and I will inadvertently slip⁸ out of the world measured in seconds, minutes, and hours, and into one measured by curiosity and sensation.

[1]On a familiar trail near our house, I was pushing Jeremy in his stroller and were thinking⁹ of the day ahead and the tasks I had to complete. [2] Suddenly, he squealed with pure delight and pointed toward a clearing. [3] There, two does and three fawns¹⁰ stood watching us. [4] Five pairs of ears flicked like antennae seeking a signal. [5] After a few moments, the deer lowered their heads and began to eat, as if they had decided we were harmless. [6] By then, my son's face was full of wonder.¹¹

We spent the rest of the morning veering from the trail to investigate small snatches of life. Lizards lazing in the sun and quail rustled¹² through grasses surprised us. Wild blackberries melted on our tongues. For example, the¹³ aroma of crushed eucalyptus leaves tingled in our noses.

By the time we found our way back to the car, the sun was high in the sky. We had taken three hours to complete a hike we usually finished in forty-five minutes. Yet the hike felt shorter than¹⁴ ever. As we drove off, I remembered something else my grandmother used to say: "Miami time passes all too quickly."

1. A. NO CHANGE
B. tribe, a Native American, people
C. tribe, a Native American people
D. tribe; a Native American people
2. At this point, the writer would like to provide a glimpse into the grandmother's interests. Given that all the choices are true, which one best accomplishes this purpose?
F. NO CHANGE
G. being actively involved in her pursuits,
H. things I really hope she'll teach me one day,
J. historical research as well as domestic projects,
3. A. NO CHANGE
B. hurried or rushed.
C. made to go faster or rushed.
D. rushed.

4. F. NO CHANGE
G. appointment; she
H. appointment and she
J. appointment, she
5. Given that all the choices are true, which one provides the best opening to this paragraph?
A. NO CHANGE
B. I remember being late for a doctor's appointment one day.
C. My grandmother lived with us, and as a result she and I became close over the years.
D. My son asks me about my grandmother, whom he never met.
6. F. NO CHANGE
G. moments when
H. moments, as if
J. moments, because
7. A. NO CHANGE
B. spoken statements to my ears
C. expressed opinions on the matter
D. verbal remarks in conversation
8. F. NO CHANGE
G. inadvertently slip
H. are inadvertently slipping
J. inadvertently slipped
9. A. NO CHANGE
B. were having thoughts
C. thinking
D. DELETE the underlined portion.
10. F. NO CHANGE
G. does, and three fawns
H. does and three fawns,
J. does and, three fawns

11. For the sake of the logic and coherence of this paragraph, Sentence 3 should be placed:
- A. where it is now.
 - B. before Sentence 1.
 - C. after Sentence 1.
 - D. after Sentence 4.
12. F. NO CHANGE 13. NO CHANGE
- G. rustling
 - H. were rustling
 - J. DELETE the underlined portion.
- B. On the other hand, the
 - C. Just in case, the
 - D. The
14. F. NO CHANGE
- G. more shorter than
 - H. the shortest than
 - J. shorter than

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer's goal had been to write a brief essay conveying a personal experience with "Miami time." Would this essay successfully fulfill that goal?
- A. Yes, because it presents the narrator's firsthand experience of a morning spent in Miami time.
 - B. Yes, because it reveals that after a conversation with the grandmother, the narrator decided to live in Miami time.
 - C. No, because it shares the views of more than one person with regard to the meaning of Miami time.
 - D. No, because the term "Miami time" belonged to the grandmother, not to the narrator.

PASSAGE XVII

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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," which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Faith Ringgold's Quilting Bee

The artist Faith Ringgold has made a name for herself with her "story quilts," lively combinations of painting, quilting, and storytelling. Each artwork consists of a painting framed by quilted squares of fabric and story panels. One of these artworks, *The Sunflowers Quilting Bee at Arles*, depicts a scene of women at work on a quilt in a field of towering yellow flowers that eight¹ African American women sit around the quilt that covers their laps. Who are these people stitching among the flowers? What brings them so close that their shoulders touch?



Thus, the² answers to these questions can be found in the artwork itself. Ringgold has told tthe story of this gathering on two horizontal panels of text.³ One panel is sewn into the piece's top border, the other into its⁴ bottom border. These eight women the story explains,⁵ strove in their various ways⁶ to support the cause of justice in the world.

In reality,⁷ these women never met to piece together a quilt. The scene comes out of the artists imagination⁸ as a statement of the unity of purpose that she perceives in their lives. Sojourner Truth and Harriet Tubman fought to abolish slavery and, later, was active⁹ in the crusade for suffrage, Newspaper journalist Ida B. Wells courageously spoke out for social and racial justice in the late nineteenth and early twentieth centuries.¹⁰ Establishing her own hair products business, herself¹¹ in the first decade of the twentieth century, millions of dollars were later bequeathed by Madam C. J. Walker to charities and educational institutions.¹² Among the schools that benefited from this generosity, were¹³ those that Mary McLeod Bethune opened and ran in order to provide a better education for Black students. And Fannie Lou Hamer, Ella Baker, and Rosa Parks showed leadership and strength during the civil rights movement, it happened in¹⁴ the 1950s and 1960s.

In the artwork, Ringgold has surrounded these women with bright sunflowers. The flowers seem to celebrate the women's accomplishments and the beauty of their shared vision.¹⁵

1. F. NO CHANGE

- G. flowers and eight
- H. flowers. Eight
- J. flowers, eight

2. A. NO CHANGE

- B. Instead, the
- C. Furthermore, the
- D. The

3. F. NO CHANGE

- G. of this gathering the story on two horizontal panels of text.
- H. on two horizontal panels the story of this gathering of text.
- J. the story on two horizontal panels of text of this gathering.

4. A. NO CHANGE

- B. its'
- C. its
- D. their

5. F. NO CHANGE

- G. women, the story explains-
- H. women the story explains-
- J. women, the story explains,

6. The underlined phrase could be placed in all the following locations EXCEPT:
- A. where it is now.
 - B. after the word support.
 - C. after the word cause.
 - D. after the word world (ending the sentence with a period).

7. F. NO CHANGE

- G. summary,
- H. addition,
- J. contrast,

8. A. NO CHANGE

- B. artist's imagination
- C. artists' imagination
- D. artists imagination,

9. F. NO CHANGE

- G. was actively engaged
- H. was engaged,
- J. were active ·

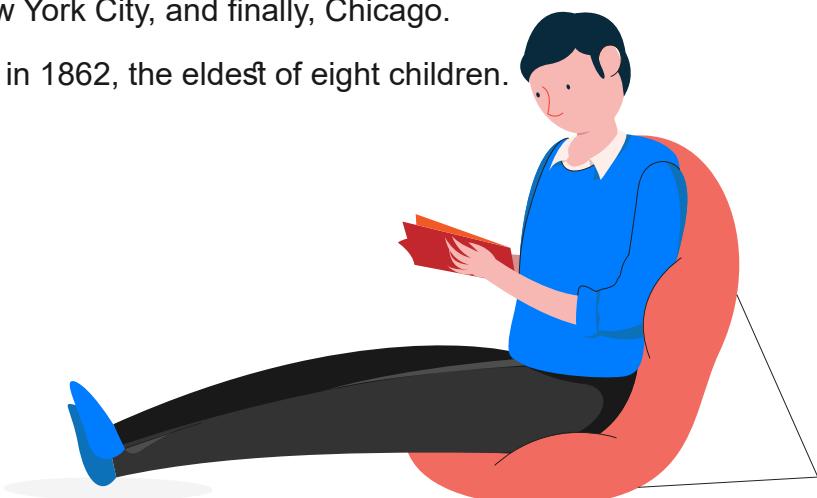
10. Given that all the choices are true, which one provides the most relevant information at this point in the essay?

A. NO CHANGE

- B. married Ferdinand Barnett, editor of the first Black newspaper in Chicago,
the Chicago Conservator.
- C. wrote for newspapers in Memphis, New York City, and finally, Chicago.
- D. was born in Holly Springs, Mississippi, in 1862, the eldest of eight children.

11. F. NO CHANGE

- G. business belonging to her
- H. business, herself,
- J. business



- 12.** A. NO CHANGE
- B. Madam C. J. Walker later bequeathed millions of dollars to charities and educational institutions.
- C. charities and educational institutions later received millions of dollars from Madam C. J. Walker.
- D. millions of dollars were later bequeathed to charities and educational institutions by Madam C. J. Walker.
- 13.** F. NO CHANGE
- G. generosity; were
- H. generosity were
- J. generosity were:
- 14.** A. NO CHANGE
- B. movement, it took place in
- C. movement, that happened in
- D. movement of
- 15.** If the writer were to delete the preceding sentence, the essay would primarily lose:
- F. an interpretation of the artwork that serves to summarize the essay.
- G. a reflection on the women depicted in the artwork that compares them to Ringgold.
- H. a description of a brushwork technique that refers back to the essay's opening.
- J. an evaluation of Ringgold's artistic talent that places her in a historical context.

PASSAGE XVIII

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

1902: A Space Odyssey

Our technologically advanced times has allowed¹ filmmakers to create spectacular science fiction films to intrigue us with worlds beyond our experience. Imagine the excitement in 1902 when² audiences first saw *Le Voyage dans la lune* (*A Trip to the Moon*), a groundbreaking movie produced by Georges Melies.



[1] Undaunted, Melies honed his photographic skills to tell fantasy stories instead. [2] Melies, a French magician, was fascinated by the workings of the new motion picture camera. [3] Specializing in stage illusions, he thought the camera offered potential to expand its³ spectacular magic productions. [4] By 1895, he was working with the new invention. [5] He found out, however,⁴ that the public preferred live magic acts to filmed versions.⁵

Melies's magician's eye led him to discover the basics of special effects.⁶ He experimented with effects such as speeding up and slowing down the action, reversing it for backward movement, and superimposing images of fantastic creatures over real people. Using overhead pulleys and trapdoors, he was able to do interesting things.⁷

Aware of the popularity of Jules Verne's science-fiction novels, Melies saw exciting possibilities in filming a space odyssey. The interplanetary travel film that he created, *A Trip to the Moon*, had production costs of \$4,000, highly excessively⁸ for its time. In this film, a space capsule that is fired and thereby launched and projected⁹ from a cannon lands in the eye of the Man in the Moon. In a strange terrain filled with hostile creatures,¹⁰ the space travelers experience many adventures. They escape back to earth in the capsule by falling off the edge of the moon, landing¹¹ in the ocean, they bob around until a passing ship finally rescues them.

Producing the film long before interplanetary explorations had begun,¹² Melies could arouse¹³ his audience's curiosity with unconstrained fantasy. People are still going to theaters to see science fiction films.¹⁴

- | | |
|---|---|
| 1. A. NO CHANGE
B. have allowed
C. allows
D. was allowing | 2. F. NO CHANGE
G. 1902, and when
H. 1902, which
J. 1902, where |
| 3. A. NO CHANGE
B. their
C. his
D. it's | 4. F. NO CHANGE
G. out, however;
H. out, however
J. out however, |
| 5. For the sake of the logic and coherence of this paragraph, Sentence 1 should be placed:
A. where it is now.
B. after Sentence 2.
C. after Sentence 3.
D. after Sentence 5. | |

6. The writer is considering deleting the preceding sentence from the essay. The sentence should NOT be deleted because it:
- F. describes Melies's ability as a magician, which is important to understanding the essay.
 - G. begins to explain the techniques of trick photography that Melies eventually learned.
 - H. creates a transition that provides a further connection between Melies the magician and Melies the filmmaker.
 - J. indicates that Melies's interest in learning about trick photography existed before his interest in magic.
7. Given that all the choices are true, which one would best conclude this sentence so that it illustrates Melies's skill and inventiveness?
- A. NO CHANGE
 - B. he used effects commonly seen in his stage productions.
 - C. his actors could enter and leave the scene.
 - D. he perfected eerie film entrances and exits.
8. F. NO CHANGE 9. A. NO CHANGE
- G. exceeding highly
 - H. high excessively
 - J. exceedingly high
- B. fired
 - C. fired from and consequently projected
 - D. fired and thereby propelled
10. F. NO CHANGE
- G. creatures, who they now realize live there,
 - H. creatures, whom they are encountering,
 - J. creatures who are found there,
11. A. NO CHANGE
- B. moon after landing
 - C. moon. Landing
 - D. moon, after landing



12. F. NO CHANGE
- G. would of begun,
H. have began,
J. had begun,
13. Which of the following alternatives to the underlined word would be LEAST acceptable?
- A. whet
B. stimulate
C. awaken
D. disturb
14. Given that all the choices are true, which one would most effectively express the writer's viewpoint about Melies's role in science fiction film-making?
- F. NO CHANGE
- G. This first space odyssey provided the genesis for a film genre that still packs theaters.
H. Melies made an important contribution to film-making many years ago.
J. In Melies's production even the film crew knew a lot about space.

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer's goal had been to write a brief essay highlighting the contributions a single artist can make to a particular art form. Would this essay fulfill that goal?
- A. Yes, because the essay asserts that Melies's work as a magician never would have succeeded without the contributions of the artists in the film industry.
- B. Yes, because the essay presents Melies as a magician who used his talents and curiosity to explore and excel in the film world.
- C. No, because the essay focuses on the process of making science fiction films, not on a single artist's work.
- D. No, because the essay suggests that it took many artists working together to create the success that Melies enjoyed.

PASSAGE XIX

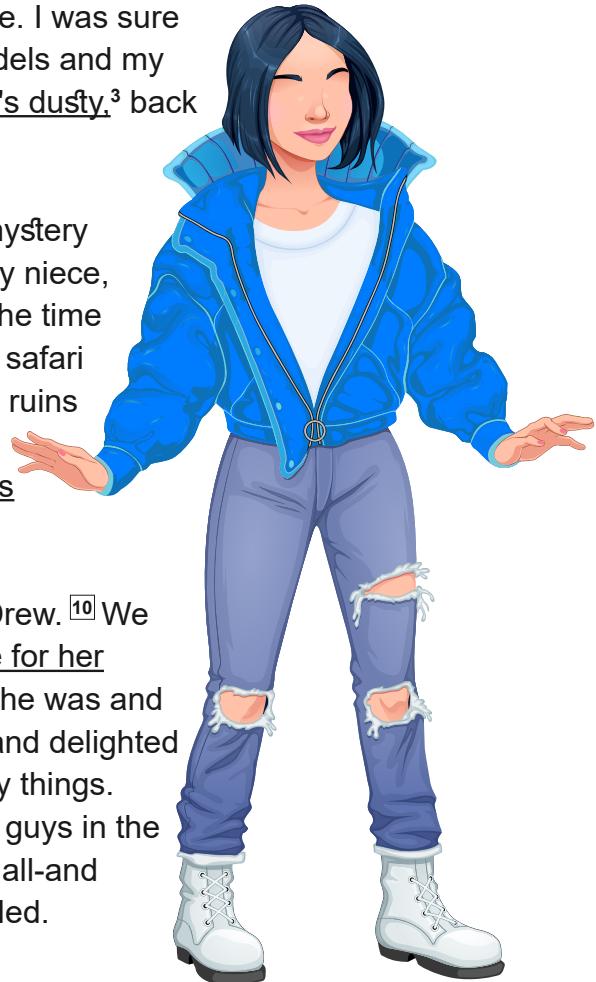
DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. After the passage, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or 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,” which will always be either answer choice A or F. In some cases, you will find a question about the underlined portion or by a number in a box. For some questions, you should read beyond the indicated portion before you answer. You are to choose the best answer to the question.

Nancy Drew in the Twenty-First Century

I thought the Nancy Drew mystery series had went out of¹ style. I was sure that girls growing up today would have more up-to-date role models and my generation's favorite sleuth would of been² retired to the library's³ dusty back rooms. I was wrong.

Nancy Drew, the teen-aged heroine of heaps⁴ of young adult mystery novels, is alive⁵ and well and still on the job. I know because my niece, Liana, and her friends were reading that⁶ all summer long. By the time Liana went back to school and had⁷ followed Nancy Drew on a safari to solve⁸ *The Spider Sapphire Mystery* and had explored Incan ruins for clues to *The Secret of the Crossword Cipher*. With Nancy's help, Liana had read about different places and various cultures all over the world.⁹

When I was a girl in the 1960s, my friends and I loved Nancy Drew.¹⁰ We loved her loyal companions, her bravado, and there was a love for her freedom to do what she wanted.¹¹ We also¹² loved how smart she was and how pretty, how confident and successful. We were surprised and delighted that eighteen-year-old Nancy was so accomplished, at so many things. She was able to solve crimes,¹³ win golf tournaments, kick bad guys in the shins, and impress her father's distinguished clients. She did it all—and without scuffing her shoes or losing her supportive boyfriend, Ned.



Liana and her friends don't seem to care that Nancy is pretty or popular. They laugh, mockingly I think, at Nancy's friend Bess, who squeals at spiders. They prefer her other girlfriend George, the judo expert and computer whiz. They skip over the long descriptions of outfits and fashion accessories. According to Liana, they just want to get on with the story.

Perhaps I am overly optimistic, but I'd like to believe that Liana's generation doesn't love Nancy Drew because she's a successful girl detective. They don't need to be reminded that girls can be successful they know¹⁴ that. What these girls need and love are the stories themselves: those exciting adventure tales spiced with mystery.¹⁵

- | | |
|---|---|
| 1. F. NO CHANGE

G. gone out of

H. went from

J. gone from | 2. A. NO CHANGE

B. would have been

C. would of

D. DELETE the underlined portion. |
| 3. F. NO CHANGE

G. libraries dusty,

H. libraries dusty

J. library's dusty | |
| 4. Which choice provides the most specific information?

A. NO CHANGE

B. a high number

C. hundreds

D. plenty | |
| 5. F. NO CHANGE

G. novels, is alive,

H. novels is alive,

J. novels is alive | 6. A. NO CHANGE

B. the mysteries

C. up on that

D. it over |

7. F. NO CHANGE
G. school, she had
H. school, having
J. school, she
8. A. NO CHANGE
B. solve:
C. solve;
D. solve,
9. Given that all the choices are true, which one best illustrates the variety of settings for the Nancy Drew mysteries and also expresses Liana's interest in these books?
F. NO CHANGE
G. Along with Nancy, Liana had many breathtaking adventures involving all sorts of colorful characters.
H. With Nancy in the lead, Liana had chased suspects from Arizona to Argentina, from Nairobi to New York.
J. Through her exposure to Nancy, Liana learned about many new places around the world
10. At this point, the writer is thinking about adding the following true statement:
One of a number of series that have featured the young female detective, the Nancy Drew Mystery Story series was begun in 1930 and now totals 173 books.
Should the writer make this addition here?
A. Yes, because it supports statements about the longevity and popularity of this series.
B. Yes, because it helps to explain why the narrator "loved Nancy Drew."
C. No, because it distracts the reader from the main focus of this paragraph.
D. No, because it fails to include relevant information about the author of the series.
11. F. NO CHANGE
G. a love for her freedom to do what she wanted.
H. her freedom to do what she wanted.
J. the freedom to do as one wants.

12. Which of the following alternatives to the underlined portion would be LEAST acceptable?
- A. furthermore
 - B. therefore
 - C. likewise
 - D. DELETE the underlined portion.
13. F. NO CHANGE
- G. was capable of solving crimes,
 - H. was good at crime solving,
 - J. solved crimes,
14. NO CHANGE
- B. successful they already know
 - C. successful; they know
 - D. successful, knowing
15. Which choice most effectively supports the point being made in the first part of this sentence?
- F. NO CHANGE
 - G. the answers to the mysteries of their lives.
 - H. a strong role model for their generation.
 - J. the ability to overcome obstacles.



PASSAGE XX

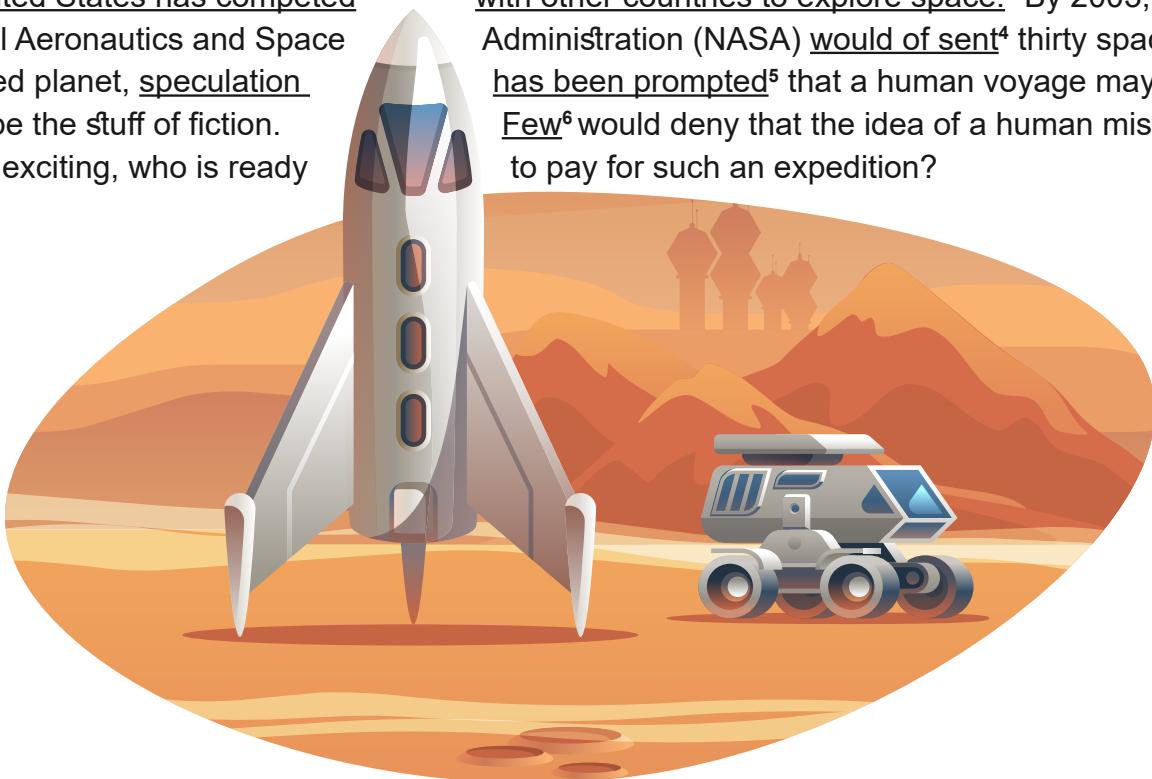
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Visiting Mars on a Budget

With its distinctive red tint and its polar ice caps, the planet Mars has fascinated humans for thousands of years. There were¹ ancient Babylonian astronomers who associated Mars with their war god Nergal, to twentieth-century science fiction writers whose works become best-sellers,² this planet has often been a symbol of ill will and danger.

The United States has competed
National Aeronautics and Space
to the red planet, speculation
longer be the stuff of fiction.
Mars is exciting, who is ready

with other countries to explore space.³ By 2003, the
Administration (NASA) would of sent⁴ thirty spacecraft
has been prompted⁵ that a human voyage may no
Few⁶ would deny that the idea of a human mission to
to pay for such an expedition?



Recent reports suggest that the cost of a human voyage to Mars could run as high as 100 billion dollars. This is a startling number, especially in light of the fact that the International Space Station, the most ambitious NASA project yet.⁷ carried a projected price tag of "only" 17 billion dollars. In the end, NASA overspent on the International Space Station.⁸ One can only imagine if9 the final price of a human voyage to Mars would be.

In contrast, the two Mars Rovers-robotic spacecraft launched in 2003-carried¹⁰ a combined price tag of less than one billion dollars. These Rovers are sophisticated pieces of technology, with the capacity and ability¹¹ to examine soil and rocks. Their equipment may answer questions that have long been posed about the presence of water and life on Mars.

Sending machines unaccompanied by humans to Mars does drain some of the romance out of aging or older¹² visions of space travel. In other words,¹³ we need to keep in mind that the right equipment can accomplish as much as any crew of scientists, if not more-such as¹⁴ a fraction of the cost. Before any astronaut boards a spacecraft for that distant planet, the staggering expense of such a mission should be carefully considered.¹⁵

1. A. NO CHANGE
B. When
C. From
D. Those

2. Given that all the choices are true, which one is most relevant to the statement that follows in this sentence?
F. NO CHANGE
G. with their wild imaginations about outer space,
H. who penned spine-tingling stories of "little green men from Mars,"
J. who created images of Mars in literature,

3. Given that all the choices are true, which one best leads from the preceding paragraph to the subject of this paragraph?
A. NO CHANGE
B. Today, such negative associations seem to be dissipating.
C. In 1958, the United States founded an agency to run its space program.
D. Earth and Mars are both planets in the inner solar system.

4. F. NO CHANGE
G. had sent
H. send
J. have sent
5. A. NO CHANGE
B. to which speculation has prompted
C. prompting speculation
D. which is speculation
6. F. NO CHANGE
G. Maybe a few
H. Although few
J. Few, if any,
7. A. NO CHANGE
B. yet
C. yet:
D. yet-
8. The writer is considering adding the following true information to the end of the preceding sentence (placing a comma after the word Station):
with a final construction cost of almost 30 billion dollars.
Should the writer make this addition?
F. Yes, because it strengthens the assertion made in this sentence by adding explicit detail.
G. Yes, because it proves space flight will be more affordable in the future.
H. No, because it weakens the point made in the paragraph about the cost of human flight to Mars.
J. No, because it detracts from the essay's focus on the human experience in travel to Mars.
9. A. NO CHANGE
B. what
C. how
D. DELETE the underlined portion.

10. Given that all the choices are true, which one most effectively describes what the Mars Rovers are?

F. NO CHANGE

- G. which captured the imagination of the general public-
H. the products described at length in the media-
J. familiar to many who watched the news coverage at the time-

11. A. NO CHANGE

- B. genuine capacity
C. potential capacity
D. capacity

12. F. NO CHANGE

- G. old age
H. aging old
J. age-old

13. A. NO CHANGE

- B. For that reason alone,
C. In that time frame,
D. Even so,

14. F. NO CHANGE

- G. at
H. but only
J. DELETE the underlined portion.

15. The writer is considering ending the essay with the following statement:

With the passage of time, humans will continue to gaze in awe toward the heavenly skies as a source of inspiration and mystery.

Should the writer add this sentence here?

- A. Yes, because it captures the emotion that is the basis for the space exploration described in the essay.
B. Yes, because it invites the reader to reflect on the insignificance of money in relation to the mystery of space.
C. No, because it does not logically follow the essay's chronological history of people who traveled in space.
D. No, because it strays too far from the essay's focus on Mars and the cost of sending humans there.

ANSWERS & EXPLANATIONS

Passage (16 - 20)



PASSAGE XVI

1. The best answer is C

because the comma after tribe sets off what follows as a nonrestrictive appositive that describes what "the Miami tribe" is: "a Native American people with strong ties to territory in present-day Ohio, Indiana, and Illinois."

The best answer is NOT:

- A- because it is missing the comma needed after tribe to set off the following nonrestrictive appositive from the noun tribe and because it places an unnecessary and confusing comma between the noun people and the series of prepositional phrases starting with with strong ties that follows and describes people.
- B- because it pointlessly separates with a comma the adjective Native American from the noun people.
- D- because it misuses the semicolon. The semicolon inappropriately implies that what will follow is an independent clause, as in "My family is part of the Miami tribe; we are a Native American people ..."

2. The best answer is F

because "making freezer jam or researching tribal history" gives the most specific and vivid glimpse of what the grandmother was interested in.

The best answer is NOT:

- G- because "being actively involved in her pursuits" is vague and doesn't suggest what those pursuits are.
- H- because "things I really hope she'll teach me one day" gives no suggestion of what those things are.
- J- because "historical research as well as domestic projects" offers only a general notion of the interests that are more pointedly described in F.

3. The best answer is D

because the word rushed by itself is sufficient to express the idea "urged to hasten."

The best answer is NOT:

- A- because the word rushed and the phrase in a hurry are redundant.
- B- because the words hurried and rushed are redundant.
- C- because the phrase made to go faster and the word rushed are redundant.

4. The best answer is J

because a comma is appropriate between the long introductory adverbial clause "if we were running late for an appointment" and the sentence's main clause, which begins with "she."

The best answer is NOT:

- F- because placing a period after the word appointment makes the introductory adverbial clause (subordinated by the conjunction if) into a sentence fragment and obscures how the ideas are related.
- G- because placing a semicolon after the word appointment makes the introductory adverbial clause into a sentence fragment and obscures how the ideas are related.
- H- because the coordinating conjunction and should not be used to join two unequal sentence elements, such as a subordinate clause and a main clause, as would be the case here.



5. The best answer is A

because it opens this paragraph with a general statement about the concept of Miami time and serves as the most logical link between the preceding paragraph and the subject of this paragraph.

The best answer is NOT:

- B- because the reference to the doctor's appointment is only loosely related to the end of the preceding paragraph and to the subject of this paragraph, which is defining and describing the concept of Miami time.
- C- because the general reference to the relationship between the narrator and the grandmother is only loosely related to the subject of this paragraph, which is defining and describing the concept of Miami time.
- D- because the general reference to the son being curious about and having never met the grandmother is only loosely related to the subject of this paragraph, which is defining and describing the concept of Miami time.

6. The best answer is G

because the dependent clause "when time seemed to slow down or stand still" is necessary information to explain which moments are being referred to and thus should not be set off from the rest of the sentence by a comma.

The best answer is NOT:

- F- because the comma between the words moments and when identifies the information in the dependent clause "when time seemed to slow down or stand still" as unnecessary information when, in fact, the clause is vital to defining the moments of Miami time.
- H- because the comma between the words moments and as if identifies the information in the dependent clause "as if time seemed to slow down or stand still" as unnecessary information and because the conjunction as if does not appropriately link the ideas in this sentence.
- J- because the comma between the words moments and because identifies the information in the dependent clause "because time seemed to slow down or stand still" as unnecessary information and because the conjunction because does not appropriately link the ideas in this sentence.

7. The best answer is A

because the word words by itself is a sufficient, clear, and appropriate way to refer to what the grandmother had said.

The best answer is NOT:

- B- because the phrase "spoken statements to my ears" is clumsy, wordy, and overly formal for the tone of the essay.
- C- because the phrase "expressed opinions on the matter" is wordy and overly formal for the tone of the essay.
- D- because the phrase "verbal remarks in conversation" is wordy, redundant, and overly formal for the tone of the essay.

8. The best answer is J

because the past tense verb slipped appropriately describes an event that occurred in the past and is consistent with the other past tense verbs used throughout the essay.

The best answer is NOT:

- F- because the verb will slip describes a past event in future tense.
- G- because the verb slip describes a past event in present tense.
- H- because the verb are slipping describes a past event in present progressive tense.

9. The best answer is C

because thinking is the second half of a compound verb (was pushing and . . . thinking). The words I was are implied in front of thinking.

The best answer is NOT:

- A- because the plural verb were thinking doesn't agree with the singular subject I.
- B- because the plural verb were having thoughts doesn't agree with the singular subject I.
- D- because deleting the underlined portion would leave the second part of the sentence without a verb ("I was pushing Jeremy in his stroller and of the day ahead ...").

10. The best answer is F

because no punctuation should interrupt the compound subject "two does and three fawns" or separate it from the rest of the sentence.

The best answer is NOT:

- G- because it places an unnecessary comma between parts of the compound subject.
- H- because it places an unnecessary comma between the compound subject and the verb stood.
- J- because it places an unnecessary comma between parts of the compound subject.

11. The best answer is A

because Sentence 3, which introduces the deer, fits logically between Sentence 2's reference to Jeremy squealing and pointing at the clearing and Sentence 4's reference to the movement of the deers' ears.

The best answer is NOT:

- B- because the word there in Sentence 3 would have no logical antecedent, leaving unclear where the deer are. Also, the setting for the paragraph, revealed in Sentence 1 ("a familiar trail near our house"), would not yet have been established.
- C- because the narration in the first part of the paragraph involves a surprise: the pair are out for a walk (Sentence 1), then Jeremy suddenly squeals and points (Sentence 2), and then the surprise is explained (Sentence 3). Placing the revelation in Sentence 3 before what happens in Sentence 2 removes the surprise.
- D- because the word there in Sentence 3 would have no logical antecedent in Sentence 4, leaving unclear what there refers to. Also, the more general introduction to the deer in Sentence 3 ("two does and three fawns") should occur before the more specific reference to the deer in Sentence 4 ("five pairs of ears").

12. The best answer is G

because the word rustling is parallel in form to lazing earlier in the sentence. Together, these two words help form the compound subject of the verb surprised ("Lizards lazing ...and quail rustling ...surprised us").

The best answer is NOT:

- F- because rustled isn't parallel in form to lazing earlier in the sentence, and this lack of parallelism creates an ungrammatical sentence ("Lizards lazing in the sun and quail rustled through grasses surprised us").

H- because were rustling isn't parallel in form to lazing earlier in the sentence, and this lack of parallelism creates an ungrammatical sentence ("Lizards lazing in the sun and quail were rustling through grasses surprised us").

J- because deleting the underlined portion creates an ungrammatical, nonsensical sentence ("Lizards lazing in the sun and quail through grasses surprised us").

13. The best answer is D

because no transition word or phrase is necessary here to make the sentence part of a list of sensory experiences the narrator and son had: seeing lizards and quail, eating wild blackberries, and smelling crushed eucalyptus leaves.

The best answer is NOT:

A- because the phrase "For example" illogically suggests that the aroma of crushed eucalyptus leaves is an example of the taste of wild blackberries rather than being the third item in a list of sensory experiences.

B- because the phrase "On the other hand" illogically suggests that the aroma of crushed eucalyptus leaves is somehow in opposition to the taste of wild blackberries rather than being the third item in a list of sensory experiences.

C- because the phrase "Just in case" makes no sense in this context, as it is unclear what smelling the aroma of crushed eucalyptus leaves would be designed to prevent.

14. The best answer is J

because shorter than is the correct comparative form to use to contrast how long the three-hour hike seemed to take with how long the normal-length hike usually seemed.

The best answer is NOT:

F- because the adverb then is incorrectly used instead of the preposition than to introduce the second part of the comparison.

G- because more shorter is an incorrectly formed comparative term and because the adverb then is incorrectly used instead of the preposition than to introduce the second part of the comparison.

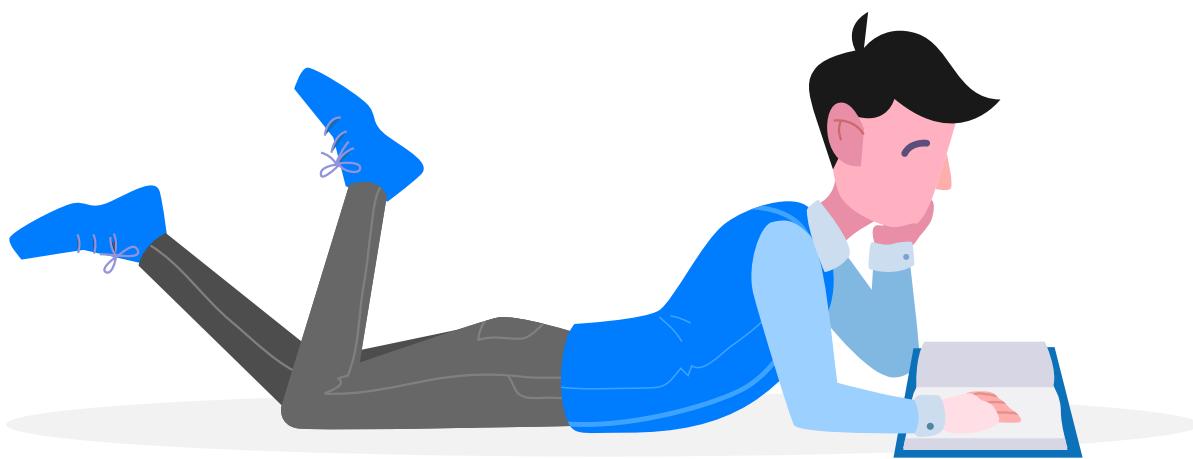
H- because shortest is a superlative term used here incorrectly to compare two things.

15. The best answer is A

because most of the essay narrates a hike that took a long time but seemed short, the rhetorical aim being to illustrate one of the narrator's personal experiences with Miami time as that concept is defined in the early part of the essay.

The best answer is NOT:

- B- because while the essay has met the goal specified in the question, which was to convey a personal experience with Miami time, the reason given here is inaccurate. The essay doesn't reveal whether the narrator decided to live in Miami time, nor is it clear that one can actually choose to live always in Miami time.
- C- because the essay has met the goal specified in the question, which was to convey a personal experience with Miami time. That the grandmother's view of Miami time is represented doesn't detract from the fact that the essay still relates the narrator's personal experience.
- D- because the essay has met the goal specified in the question, which was to convey a personal experience with Miami time. It is unclear what it would mean for the term Miami time to belong to the grandmother. The essay indicates that the narrator and the grandmother came to share a similar sense of Miami time.



PASSAGE XVII

1. The best answer is H

because the meaning here is clearest when the ideas are divided into two sentences, with the first sentence giving a general description of the artwork and the second describing the eight women in the artwork more specifically.

The best answer is NOT:

- F- because the relative pronoun that should be used to connect an adjectival clause to a main clause, not two main clauses. That in this position would logically refer to the immediately preceding noun, flowers, which makes no sense here.
- G- because the coordinating conjunction and creates a rambling sentence in which it's difficult to tell where one thought ends and the next begins, especially without a comma before and.
- J- because using only the comma after flowers to join two independent clauses creates a comma splice.

2. The best answer is D

because no transition word is necessary here to link the two questions posed at the end of the essay's first paragraph with the answers that unfold beginning in the second paragraph.

The best answer is NOT:

- A- because the word thus illogically suggests that the fact that the answers to the questions posed at the end of the essay's first paragraph can be found in the artwork itself is a result of the questions being posed.
- B- because the word instead illogically sets up a contrast between the questions posed at the end of the essay's first paragraph and the fact that the answers can be found in the artwork itself.
- C- because the word furthermore illogically suggests that something additional but similar to the questions posed at the end of the essay's first paragraph is coming next (mostly likely, more questions), when, in fact, the essay switches to discussing the answers to the questions.

3. The best answer is F

because the word order creates a clear, understandable sentence.

The best answer is NOT:

G- because the placement of the phrase "the story" creates a nonsensical statement.

H- because the placement of the phrase "of text" creates a nonsensical expression ("this gathering of text").

J- because the placement of the phrase "on two horizontal panels of text" divides the phrase "the story" from the prepositional phrase that describes the story, "of this gathering."

4. The best answer is C

because its is the correct form of the singular possessive pronoun and agrees with its singular antecedent, understood to be the noun piece.

The best answer is NOT:

A- because it's is a contraction meaning "it is" rather than the singular possessive pronoun its, which is needed here.

B- because its' is an incorrect form of the singular possessive pronoun its, which is needed here.

D- because their is the plural possessive pronoun, which doesn't agree with its singular antecedent, understood to be the noun piece.

5. The best answer is J

because the interposed explanatory phrase "the story explains" is properly set off from the rest of the sentence by two commas, indicating that the phrase could be omitted without changing the basic meaning of the sentence.

The best answer is NOT:

F- because the interposed explanatory phrase "the story explains" is not preceded by a comma, which would be needed to set the phrase off properly from the rest of the sentence.

G- because the interposed explanatory phrase "the story explains" is improperly set off from the rest of the sentence by a comma before the phrase and a dash after the phrase. Either two commas or two dashes would be appropriate, but not one of each.

H- because the interposed explanatory phrase "the story explains" is not preceded by a dash, which would be needed to set the phrase off properly from the rest of the sentence.

6. The best answer is C

because placing the underlined portion after the word cause is the only one of the four choices that wouldn't be acceptable. This placement of the phrase "in their various ways" divides the phrase "the cause" from the prepositional phrase that describes the cause, "of justice." Therefore, all of the choices would be acceptable EXCEPT C.

The best answer is NOT:

A- because keeping the underlined portion where it is now creates a clear and correct sentence in English.

B- because placing the underlined portion after the word support creates a clear and correct sentence in English.

D- because placing the underlined portion after the word world (and before the period) creates a clear and correct sentence in English.

7. The best answer is F

because the rest of the paragraph explains that the women depicted in the artwork lived at different times and so couldn't have sat together and made a quilt.

The best answer is NOT:

G- because the phrase "in summary" illogically suggests that the sentence summarizes the preceding text, which it does not do.

H- because the phrase "in addition" illogically suggests that the sentence directly adds to the preceding text, which it does not do.

J- because the phrase "in contrast" illogically suggests that the sentence provides a direct contrast to the preceding text, which it does not do.

8. The best answer is B

because Ringgold is the only artist being referred to at this point; the singular possessive form of the noun, artist's, is therefore required.

The best answer is NOT:

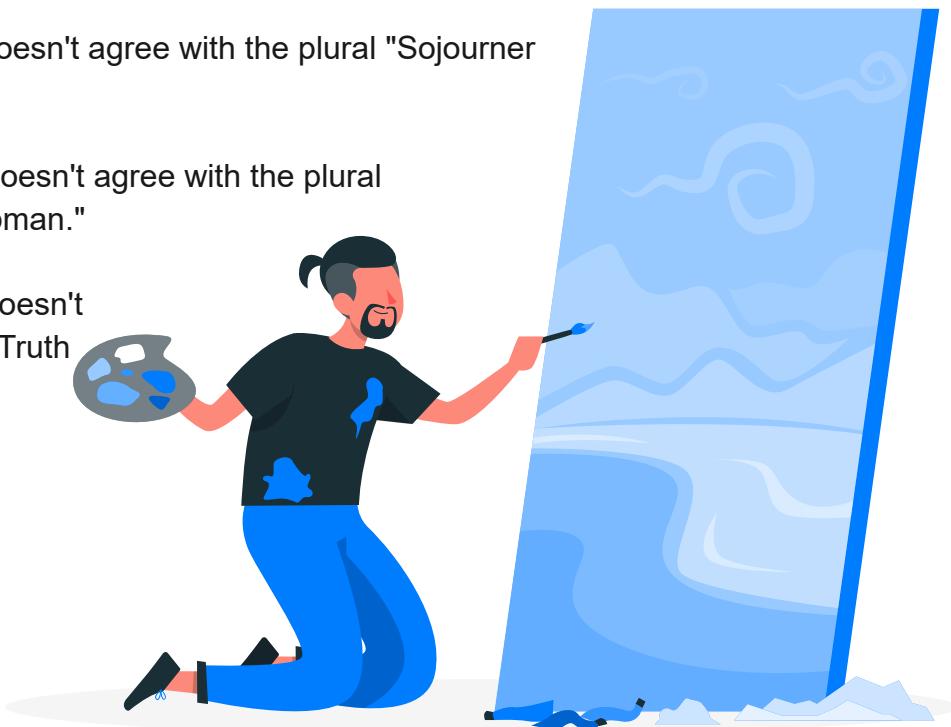
- A- because artists is a plural noun, not the singular possessive form of the noun, artist's, that is required.
- C- because artists' is a plural possessive form of the noun, not the singular possessive form, artist's, that is required.
- D- because the phrase "artists imagination" uses the plural form of the noun artists instead of the singular possessive, artist's, that is required, and because D includes an unnecessary comma after imagination.

9. The best answer is J

because the plural verb were agrees with the plural compound subject, "Sojourner Truth and Harriet Tubman."

The best answer is NOT:

- F- because the singular verb was doesn't agree with the plural "Sojourner Truth and Harriet Tubman."
- G- because the singular verb was doesn't agree with the plural "Sojourner Truth and Harriet Tubman."
- H- because the singular verb was doesn't agree with the plural "Sojourner Truth and Harriet Tubman."



10. The best answer is A

because information about Wells speaking out for social and racial justice is highly relevant, given that the paragraph focuses on the causes championed by the women, including Wells, depicted in Ringgold's artwork.

The best answer is NOT:

- B- because information about the man Wells married is only marginally relevant to the topic of the paragraph: the historical reality behind Ringgold's artwork.
- C- because information about which newspapers Wells wrote for isn't as relevant to the topic of the paragraph as the information in A.
- D- because information about Wells's birthplace, birth year, and siblings is only marginally relevant to the topic of the paragraph.

11. The best answer is J

because the word business is sufficient, together with the words her own earlier in the sentence, to indicate that Madame C. J. Walker established her own business.

The best answer is NOT:

- F- because the intensive pronoun herself is awkward and redundant with her own and because the comma between the noun business and the intensive herself is unnecessary and confusing.
- G- because the phrase belonging to her is awkward and redundant with her own.
- H- because the intensive pronoun herself is awkward and redundant with her own and because an intensifier, even when appropriate in a sentence, doesn't need to be set off by commas from the rest of the sentence.

12. The best answer is B

because this sentence structure makes "Madam C. J. Walker" the subject of the sentence, which is necessary in order to have the introductory participial phrase "establishing her own hair products business in the first decade of the twentieth century" refer clearly to Walker.

The best answer is NOT:

- A- because this sentence structure makes the introductory participial phrase a dangling modifier that refers to millions of dollars, which doesn't make sense.
- C- because this sentence structure makes the introductory participial phrase a dangling modifier that refers to charities and educational institutions, which doesn't make sense..
- D- because this sentence structure makes the introductory participial phrase a dangling modifier that refers to millions of dollars, which doesn't make sense.

13. The best answer is H

because no punctuation is warranted in this underlined portion. "Among the schools that benefited from this generosity" is an introductory adverbial phrase that, because it immediately precedes the verb it modifies, should not be set off by a comma. Had the sentence elements been arranged in the more typical subject-verb-object order ("Those [schools] that Mary McLeod Bethune opened and ran in order to provide a better education for Black students were among the schools that benefited from this generosity"), it would've been more obvious that no internal punctuation is required.

The best answer is NOT:

- F- because the comma after the word generosity is an unwarranted break between the prepositional phrase and the verb it modifies.
- G- because the semicolon after the word generosity creates two inappropriate sentence fragments, as neither what precedes nor what follows the semicolon is an independent clause.
- J- because the colon after the word were is unwarranted; what follows the colon is neither a series, a list, an explanation, nor a clarification.

14. The best answer is D

because the phrase "movement of" creates a clear, complete sentence, with the preposition of heading the phrase of the 1950s and 1960s.

The best answer is NOT:

- A- because "movement, it happened in" forms a second independent clause in the sentence joined to the original independent clause by only a· comma, creating a comma splice.

- B- because "movement, it took place in" forms a second independent clause in the sentence joined to the original independent clause by only a comma, creating a comma splice.
- C- because "movement, which happened in" forms a second independent clause in the sentence joined to the original independent clause by only a comma, creating a comma splice.

15. The best answer is F

because the sentence under consideration interprets what the flowers represent ("seem to celebrate") and makes a concluding reference to the main focus of the essay ("the women's accomplishments and the beauty of their shared vision").

The best answer is NOT:

- G- because the sentence under consideration makes no comparison of Ringgold to the women depicted in the artwork.
- H- because the sentence under consideration says nothing about a brushwork technique.
- J- because the sentence under consideration offers no evaluation of Ringgold's artistic talent, only an interpretation of what the flowers represent ("seem to celebrate").



PASSAGE XVIII

1. The best answer is B

because the plural present perfect verb have allowed agrees with the plural subject times and indicates appropriately that the creation of spectacular science fiction films continues.

The best answer is NOT:

- A- because the singular present perfect verb has allowed doesn't agree with the plural subject times.
- C- because the singular verb allows doesn't agree with the plural subject times.
- D- because the singular past progressive verb was allowing doesn't agree with the plural subject times and incorrectly indicates that the creation of spectacular science fiction films ended in the past.

2. The best answer is F

because the relative adverb when is appropriately used to follow a time expression (in 1902); no punctuation is needed.

The best answer is NOT:

- G- because the coordinating conjunction and treats a dependent clause ("when audiences first saw... ") as a second independent clause, creating a nonsensical sentence.
- H- because the relative pronoun which logically refers to 1902, both implying that audiences first saw the year 1902 (rather than first seeing a groundbreaking movie) and creating a garbled sentence.
- J- because the relative adverb where doesn't fit logically, since 1902 refers to time rather than place.

3. The best answer is C

because his is the appropriate masculine singular pronoun to refer to the male magician Melies.

The best answer is NOT:

- A- because the singular pronoun its refers to things, not people, and would illogically refer to the camera.
- B- because the plural pronoun their has no logical antecedent in the sentence.
- D- because it's is a contraction meaning "it is," which makes no sense in the sentence.

4. The best answer is F

because when a conjunctive adverb such as however is used in the middle of a sentence, it needs to be set off by commas.

The best answer is NOT:

- G- because the semicolon after the word however creates an abbreviated main clause ("he found out, however;") followed by a sentence fragment ("that the public preferred live magic acts to filmed versions").
- H- because the phrase "out, however" lacks the comma after the word however needed to set off the conjunctive adverb from the rest of the sentence.
- J- because the phrase "out however," lacks the comma after the word out, needed to set off the conjunctive adverb from the rest of the sentence.

5. The best answer is D

because Sentence 1 explains what Melies did after he was undaunted by the discovery that people didn't like filmed magic acts (Sentence 5). He began instead to tell fantasy stories.

The best answer is NOT:

- A- because keeping Sentence 1 where it is now would weaken the logic and coherence of the paragraph. The paragraph would begin with a reference to Melies being undaunted and turning to fantasy stories instead before Melies had been formally described in Sentence 2 and before the incident that caused him to turn away from filmed magic acts had been related (Sentences 3 to 5).

- B- because placing Sentence 1 after Sentence 2 would weaken the logic and coherence of the paragraph. The words undaunted and instead in Sentence 1 would make no sense, as there's nothing in Sentence 2 to suggest that Melies had met with any problems.
- C- because placing Sentence 1 after Sentence 3 would weaken the logic and coherence of the paragraph. The words undaunted and instead in Sentence 1 would make no sense, as there's nothing in Sentences 2 or 3 to suggest that Melies had met with any problems.

6. The best answer is H

because the sentence under consideration should NOT be deleted; it creates a transition between the preceding paragraph, about Melies the magician, and this paragraph, which focuses on Melies's exploration of special film effects.

The best answer is NOT:

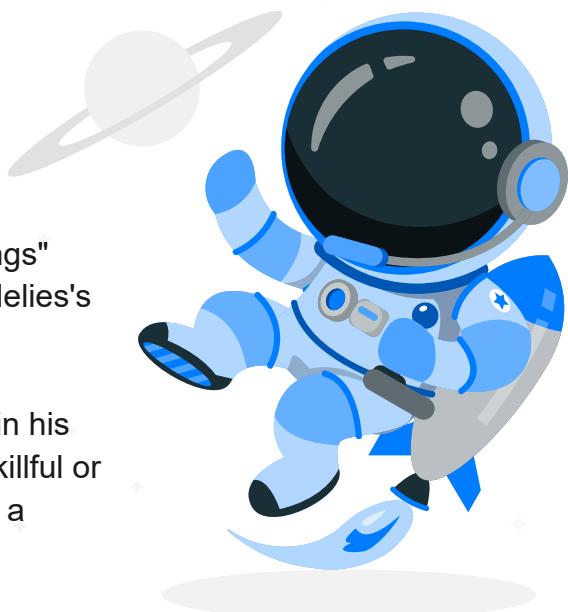
- F- because the sentence under consideration mentions Melies's "magician's eye" but doesn't otherwise describe his ability as a magician.
- G- because the sentence under consideration mentions "the basics of special effects" but doesn't begin to explain any of the techniques of trick photography.
- J- because the sentence under consideration doesn't indicate "that Melies's interest in learning about trick photography existed before his interest in magic." The preceding paragraph, in fact, describes Melies's interests as beginning with magic, then moving into filmmaking.

7. The best answer is D

because perfecting "eerie film entrances and exits" is a specific example of Melies's skill and inventiveness.

The best answer is NOT:

- A- because the clause "he was able to do interesting things" is vague and doesn't give any specific illustration of Melies's skill and inventiveness.
- B- because the clause "he used effects commonly seen in his stage productions" doesn't suggest that Melies was skillful or inventive; it suggests that the best Melies could do as a filmmaker was to copy himself.



- C- because "his actors could enter and leave the scene" shifts the focus away from Melies to his actors, which doesn't effectively highlight Melies's skill and inventiveness, and because relative to D, C is imprecise.

8. The best answer is J

because the phrase "exceedingly high" appropriately uses the adverb exceedingly in front of the adjective it modifies, high, which in turn modifies the noun costs.

The best answer is NOT:

- F- because an adjective is needed to modify the noun costs, whereas the phrase "highly excessively" consists of two adverbs. .,
- G- because an adjective is needed to modify the noun costs, whereas the phrase "exceeding highly" consists of a participle and an adverb.
- H- because the phrase "high excessively" reverses conventional word order.

9. The best answer is B

because the verb fired is sufficient to indicate the action clearly.

The best answer is NOT:

- A- because the words fired, launched, and projected mean essentially the same thing in this context, making the phrasing redundant.
- C- because the words fired and projected mean essentially the same thing in this context, making the phrasing redundant.
- D- because the words fired and propelled mean essentially the same thing in this context, making the phrasing redundant.

10. The best answer is F

because the noun creatures is sufficient to indicate clearly what the terrain was filled with.

The best answer is NOT:

- G- because the clause "who they now realize live there" adds only wordiness to the sentence, which already strongly implies that the space travelers realize that the hostile creatures they encounter live in the strange terrain.

H- because the clause "whom they are encountering" adds only wordiness to the sentence, which already clearly indicates that the space travelers encounter hostile creatures in the strange terrain.

J- because the clause "who are found there" adds only wordiness to the sentence, which already clearly indicates that hostile creatures are found in the strange terrain.

11. The best answer is C

because for clarity this sequence of events should be divided into two sentences, the first indicating that the travelers fall off the edge of the moon to escape, and the second establishing that the travelers land in the ocean and are eventually rescued.

The best answer is NOT:

A- because using only a comma after the word moon to join two independent clauses creates a comma splice. (Alternatively, it's possible to see the error here as a comma splice created by the comma after the word ocean.)

B- because the phrase "moon after landing" creates a fused sentence. (Alternatively, it's possible to see the error here as a comma splice created by the comma after the word ocean, with the sentence then suggesting illogically that the space travelers fell off the edge of the moon after landing in the ocean.)

D- because using only a comma after the word moon to join two independent clauses creates a comma splice. (Alternatively, it's possible to see the error here as a comma splice created by the comma after the word ocean.)

12. The best answer is J

because the past perfect verb had begun is made up of the past tense form had and the past participle begun. Past perfect is called for here since Melies produced A Trip to the Moon long before interplanetary explorations had taken place.

The best answer is NOT:

F- because had began is an improperly formed past perfect verb that uses the past tense form began instead of the past participle begun.

G- because would of begun is an improperly formed verb that uses the word of instead of have.

H- because have began is an improperly formed present perfect verb that uses the past tense form began instead of the past participle begun. (Even if the present perfect verb had been formed properly, it still wouldn't work in this context since past perfect is needed to indicate that producing A Trip to the Moon occurred before interplanetary explorations had taken place.)

13. The best answer is D

because disturb is the only one of the four alternatives that, in the context of the sentence, can't reasonably be used as a substitute for the underlined word (arouse). "Disturb his audience's curiosity" is neither a conventional expression in Standard English nor an appropriate innovation here. Therefore, disturb is the LEAST acceptable alternative to arouse.

The best answer is NOT:

- A- because the word whet, meaning here to stimulate or excite curiosity, is an acceptable, idiomatically appropriate alternative to the word arouse.
- B- because the word stimulate, meaning here to encourage or increase curiosity, is an acceptable, idiomatically appropriate alternative to the word arouse.
- C- because the word awaken, meaning here to stir up or stimulate curiosity, is an acceptable, idiomatically appropriate alternative to the word arouse.

14. The best answer is G

because the writer's assertion that A Trip to the Moon "provided the genesis for a film genre"-science fiction-"that still packs theaters" is both specific and consistent with the writer's point, made throughout the essay, that Melies produced a landmark movie.

The best answer is NOT:

- F- because the assertion that "People are still going to theaters to see science fiction films" has no clear tie to Melies's role in science fiction filmmaking.
- H- because the assertion that "Melies made an important contribution to filmmaking many years ago" is vague and doesn't clearly express the writer's viewpoint about Melies's role in science fiction filmmaking.
- J- because the assertion that "In Melies's production even the film crew knew a lot about space" shifts the focus away from Melies's own role in science fiction filmmaking.

15. The best answer is B

because the essay fulfills the specified goal by focusing on a single artist, Melies, and explaining how he used his talents as a magician and filmmaker to produce the landmark film A Trip to the Moon and thereby inaugurated the genre of science fiction films.

The best answer is NOT:

- A- because while the essay fulfills the goal specified in the question, which was to highlight the contributions a single artist can make to a particular art form, the essay doesn't assert that Melies's work as a magician never would have succeeded without the contributions of the artists in the film industry. Instead, the essay indicates that Melies was a successful magician prior to having any association with film and filmmaking.
- C- because the essay fulfills the goal specified in the question and because the main focus of the essay is on a single artist, Melies, and a specific film, A Trip to the Moon, not on the general process of making science fiction films.
- D- because the essay fulfills the goal specified in the question and because the essay doesn't suggest that it took many artists working together to create Melies's success. Rather, the essay stresses Melies's accomplishments as a magician and his central role in creating the film A Trip to the Moon.



PASSAGE XIX

1. The best answer is G

because the past perfect verb had gone is made up of the past tense form had and the past participle gone. Past perfect is called for here because if the Nancy Drew mystery series had gone out of style, it would have occurred prior to the events narrated here in past tense ("I thought ..."). Furthermore, "gone out of style" is a conventional, idiomatic expression indicating that something has become unfashionable.

The best answer is NOT:

F- because had went is an improperly formed past perfect verb that uses the past tense form went instead of the past participle gone.

H- because had went is an improperly formed past perfect verb that uses the past tense form went instead of the past participle gone and because "went from style" isn't a conventional, idiomatic expression in standard English.

J- because "gone from style" isn't a conventional, idiomatic expression in standard English.

2. The best answer is B

because the context calls for the auxiliary verb would to express the presumption expressed by "I was sure" (an1 to parallel would have earlier in the sentence) and calls for the present perfect verb have been retired in the passive voice to indicate the idea that the "sleuth" received the action of being "retired" to the library's back rooms.

The best answer is NOT:

A- because would of been is an improperly formed verb that uses the word of instead of have.

C- because would of is an improperly formed verb that uses the word of instead of have.

D- because deleting the underlined portion leaves just the simple past tense verb retired, which isn't parallel to the other verb in the sentence, would have.

3. The best answer is J

because the possessive form of the word library (library's) is needed to indicate "the dusty back rooms of the library" and because no comma is needed between the words dusty and back since back rooms functions as a single unit (a compound noun) and dusty and back aren't coordinate adjectives.

The best answer is NOT:

- F- because the comma between dusty and back is unnecessary since back rooms functions as a single unit (a compound noun) and dusty and back aren't coordinate adjectives. (You couldn't say "the library's dusty and back rooms," for example.)
- G- because the plural form libraries is incorrectly used in place of the possessive form library's and because the comma between dusty and back is unnecessary since back rooms functions as a single unit (a compound noun) and dusty and back aren't coordinate adjectives.
- H- because the plural form libraries is incorrectly used in place of the possessive form library's.



4. The best answer is C

because of the four choices, the word hundreds provides the most specific information about the number of Nancy Drew novels in existence.

The best answer is NOT:

- A- because the word heaps is vague and too informal for the style and tone of the essay.
- B- because the phrase a high number is vague.
- D- because the word plenty is vague.

5. The best answer is F

because the comma after the word novels is needed to finish setting off the nonrestrictive appositive the teenaged heroine of hundreds of young adult mystery novels from Nancy Drew, the noun the appositive describes.

The best answer is NOT:

- G- because the comma after the word alive is unnecessary since the list of adjectives alive and well and still on the job is already linked by the coordinating conjunction and.
- H- because a comma is needed after the word novels to finish setting off the nonrestrictive appositive the teenaged heroine of hundreds of young adult mystery novels from Nancy Drew, the noun the appositive describes, and because the comma after the word alive is unnecessary since the list of adjectives alive and well and still on the job is already linked by the coordinating conjunction and.
- J- because a comma is needed after the word novels to finish setting off the nonrestrictive appositive the teenaged heroine of hundreds of young adult mystery novels from the noun Nancy Drew

6. The best answer is B

because the phrase "the mysteries" makes clear that the girls were reading Nancy Drew novels all summer long.

The best answer is NOT:

- A- because the pronoun that has no clear, logical antecedent. Though that is obviously intended to refer to the Nancy Drew novels the girls were reading all summer long, that is singular while novels is plural.
- C- because the pronoun that has no clear, logical antecedent. Though that is obviously intended to refer to the Nancy Drew novels the girls were reading all summer long, that is singular while novels is plural. Furthermore, "reading up on that" is an idiomatic phrase but one that doesn't work in this context. To "read up on" something means to learn about a topic, not to read a number of novels for pleasure.
- D- because "Liana and her friends were reading it over all summer long" is confusing. First, we again have to ask what they were reading, since it doesn't logically refer to anything in the preceding sentence. Then "over all summer long" is a redundant phrase, with over being an extra, or superfluous, word.

7. The best answer is G

because the main clause of the sentence must have a subject (she) and a verb (had followed), and the verb must be in past perfect tense to indicate that Liana had already read the Nancy Drew

novels The Spider Sapphire Mystery and The Secret of the Crossword Cipher before she went back to school.

The best answer is NOT:

F- because school and had leaves no main clause, creating an inappropriate sentence fragment.

H- because school, having leaves no main clause, creating an inappropriate sentence fragment.

J- because school, she creates an inappropriate verb tense shift. The words By the time and went back signal that the past perfect verb had followed, rather than the simple past form followed, is needed to indicate that Liana had already read the Nancy Drew novels The Spider Sapphire Mystery and The Secret of the Crossword Cipher before she went back to school.

8. The best answer is A

because no punctuation is warranted between the verb solve and its direct object, "The Spider Sapphire Mystery."

The best answer is NOT:

B- because the colon between solve and "The Spider Sapphire Mystery" is unnecessary and confusing.

C- because the semicolon between solve and "The Spider Sapphire Mystery" is unnecessary and confusing.

D- because the comma between solve and "The Spider Sapphire Mystery" is unnecessary and confusing.

9. The best answer is H

because this sentence names some specific settings for the Nancy Drew novels (Arizona, Argentina, Nairobi, New York) and uses the verb had chased, which suggests that Liana was so caught up in what she was reading that she felt like she was solving the mysteries along with Nancy Drew.

The best answer is NOT:

F- because this sentence refers generally to "different places and various cultures all over the world" but doesn't specify any settings for the Nancy Drew novels and because the verb had read doesn't make clear that Liana was particularly interested in the novels.

The best answer is NOT:

- F- because this sentence refers generally to "different places and various cultures all over the world" but doesn't specify any settings for the Nancy Drew novels and because the verb had read doesn't make clear that Liana was particularly interested in the novels.
- G- because this sentence refers generally to "many breathtaking adventures involving all sorts of colorful characters" but doesn't specify any settings for the Nancy Drew novels.
- H- because this sentence refers generally to "many new places around the world" but doesn't specify any settings for the Nancy Drew novels and because the phrases through her exposure to and learned about don't make clear that Liana was particularly interested in the novels.

10. The best answer is C

because the proposed sentence, concerning how many books are in one of the series featuring Nancy Drew, shouldn't be added at this point in the essay because it distracts the reader from the main point of the paragraph, which is about why the narrator and her childhood friends loved Nancy Drew so much.

The best answer is NOT:

- A- because while the proposed sentence does attest to the longevity and popularity of the Nancy Drew Mystery Story series, the sentence is out of place and largely irrelevant at this point in a paragraph mainly about the place Nancy Drew held in the narrator's childhood and that of her friends.
- B- because the proposed sentence, with its facts and figures, addresses the history of the Nancy Drew Mystery Story series, not why the narrator loved Nancy Drew, which is why the sentence is out of place and largely irrelevant at this point in a paragraph mainly about the place Nancy Drew held in the narrator's childhood and that of her friends.
- D- because while the proposed sentence shouldn't be added at this point, adding in information about the author of the Nancy Drew Mystery Story series would only make the sentence more out of place and irrelevant, given that the paragraph is mainly about the place Nancy Drew held in the narrator's childhood and that of her friends.

11. The best answer is H

because "her freedom to do what she wanted" is clear and is parallel with "her loyal companions"

and "her bravado," used earlier in the sentence to identify two other things the narrator and her friends loved about Nancy Drew.

The best answer is NOT:

- F- because "there was a love for her freedom to do what she wanted" is not parallel with the two similar structures in the sentence ("her loyal companions," "her bravado") and is awkward, wordy, and redundant with "we loved."
- G- because "a love for her freedom to do what she wanted" is not parallel with the two similar structures in the sentence ("her loyal companions," "her bravado") and is awkward and redundant with "we loved."
- J- because "the freedom to do as one wants" is not parallel with the two similar structures in the sentence ("her loyal companions," "her bravado") and because the impersonal and rather formal pronoun one is stilted and out of place in a sentence focused on Nancy Drew's qualities.



12. The best answer is B

because the word therefore is the only one of the four alternatives that, in the context of the sentence, can't reasonably be used as a substitute for the underlined portion (also). Therefore introduces something that is a result of something else, but also only signals the addition of one or more things . Thus, therefore is the LEAST acceptable alternative to also.

The best answer is NOT:

- A- because the word furthermore, meaning "in addition," is an acceptable alternative to the word also, as the two mean essentially the same thing in this context.
- C- because the word likewise, meaning "in a similar manner," is an acceptable alternative to the word also, as the two mean essentially the same thing in this context.
- D- because deleting the underlined portion doesn't change the meaning of the sentence much if at all. Even without the word also, the sentence is clearly adding to the list of qualities that the narrator and her friends loved about Nancy Drew.

13. The best answer is F

because the phrase "was able to solve crimes" effectively sets up a grammatically parallel list of notable things Nancy Drew was able to do: "solve crimes," "win golf tournaments," "kick bad guys in the shins," and "impress her father's distinguished clients."

The best answer is NOT:

- G- because the phrase "was capable of solving crimes" doesn't set up a parallel list of notable things Nancy Drew was able to do, as solving isn't parallel with win, kick, and impress, nor is it standard to say that Drew "was capable of . . . win golf tournaments," and so on.
- H- because the phrase "was good at crime solving" doesn't set up a parallel list of notable things Nancy Drew was able to do, as solving isn't parallel with win, kick, and impress, nor is it standard to say that Drew "was good at ... win golf tournaments," and so on.
- J- because the phrase "solved crimes" doesn't set up a parallel list of notable things Nancy Drew was able to do, as solved isn't parallel with win, kick, and impress.

14. The best answer is C

because the semicolon after the word successful is appropriately used to divide this sentence into two closely related independent clauses.

The best answer is NOT:

- A- because the lack of appropriate punctuation and/or a conjunction between the words successful and they creates a fused sentence.
- B- because the lack of appropriate punctuation and/or a conjunction between the words successful and they creates a fused sentence.
- D- because successful, knowing creates a confusing, possibly redundant sentence, as it's not clear who knows what.

15. The best answer is F

because the phrase "those exciting adventure tales spiced with mystery" effectively supports the point in the first part of the sentence that what the girls in Liana's generation "need and love" is entertaining fiction ("the stories themselves").

The best answer is NOT:

- G- because the phrase "the answers to the mysteries of their lives" suggests that what the girls in Liana's generation "need and love" are stories that teach the girls about themselves, whereas "the stories them selves," used in the first part of the sentence, suggests that what the girls really want is entertaining fiction.
- H- because the phrase "a strong role model for their generation" suggests that what the girls in Liana's generation "need and love" are stories that inspire them, whereas "the stories themselves," used in the first part of the sentence, suggests that what the girls really want is entertaining fiction. The preceding two sentences in the paragraph also make the point that girls today don't need a "successful girl detective" as a role model.
- J- because the phrase "the ability to overcome obstacles" clumsily suggests that what the girls in Liana's generation "need and love" are stories that show a "successful girl detective" rising above adversity, whereas "the stories themselves," used in the first part of the sentence, suggests that what the girls really want is entertaining fiction. The preceding two sentences in the paragraph also make the point that girls today don't need a "successful girl detective" as a role model.

PASSAGE XX

1. The best answer is C

because the preposition from effectively sets up the long introductory phrase "From ancient Babylonian astronomers...to twentieth-century science fiction writers" that begins the sentence.

The best answer is NOT:

- A- because the words there were introduce another independent clause into the sentence, resulting in ungrammatical and confusing sentence structure.
- B- because the subordinating conjunction when creates a nonsensical introductory phrase and an ungrammatical sentence.
- D- because the adjective those creates a nonsensical introductory phrase and an ungrammatical sentence.

2. The best answer is H

because the clause "who penned spine-tingling stories of 'little green men from Mars'" is the most relevant to helping make the point that Mars "has often been a symbol of ill will and danger."

The best answer is NOT:

- F- because the fact that there are twentieth-century science fiction writers "whose works become best-sellers" isn't relevant to making the point that Mars "has often been a symbol of ill will and danger."
- G- because the comment that there are twentieth-century science fiction writers who have "wild imaginations about outer space" is too vague to help explain why Mars "has often been a symbol of ill will and danger."
- J- because the fact that there are twentieth-century science fiction writers "who created images of Mars in literature" doesn't say anything specific about the nature of those images or help explain why Mars "has often been a symbol of ill will and danger."

3. The best answer is B

because this sentence effectively ties together the bad reputation Mars. has often had ("such negative associations"), described in the preceding paragraph, and the more recent interest in robotic and human missions to Mars, discussed in this paragraph.

The best answer is NOT:

- A- because this sentence about the United States competing with other countries to explore space is only loosely relevant to the topic of this paragraph, which is recent interest in robotic and human missions to Mars, and is unconnected to the topic of the preceding paragraph, Mars's impact on thought and culture.
- C- because this sentence about which year the United States founded its space agency is loosely relevant to the topic of this paragraph, which is recent interest in robotic and human missions to Mars, but is unconnected to the topic of the preceding paragraph, Mars's impact on thought and culture.
- D- because this sentence about Earth and Mars being planets in the inner solar system offers text-book-style information that is only loosely related to the topic of this paragraph, which is recent interest in robotic and human missions to Mars, and the topic of the preceding paragraph, Mars's impact on thought and culture.



4. The best answer is G

because the past perfect tense verb had sent is made up of the past tense form had and the past participle sent. Past perfect is called for here to indicate that one event in the past (NASA sending its thirtieth spacecraft to Mars) took place before another past event ("By 2003").

The best answer is NOT:

- F- because would of sent is an improperly formed verb that uses the word of instead of have.
- H- because the present tense verb send is inappropriate given that a past perfect verb is needed to make clear that NASA had already sent its thirtieth spacecraft to Mars "by 2003."
- J- because the present perfect tense verb have sent is inappropriate given that a past perfect verb is needed to make clear that NASA_ had already sent its thirtieth spacecraft to Mars "by 2003."

5. The best answer is C

because the participial phrase prompting speculation modifies in a clear way the preceding clause: by sending thirty spacecraft to Mars by 2003, NASA had led people to think seriously about the possibility of a human mission to Mars.

The best answer is NOT:

- A- because the subject speculation and the verb has been prompted begin a second independent clause joined to the first by only the comma after the word planet, creating a comma splice.
- B- because the words to which speculation has prompted create a confusing and ungrammatical construction, partly because speculation has prompted isn't a conventional, idiomatic expression and partly because the pronoun which has no logical antecedent.
- D- because the words which is speculation create a confusing construction because the pronoun which has no logical antecedent.

6. The best answer is H

because the phrase "Although few" begins a subordinate introductory clause that is set off from the sentence's main clause with a comma, resulting in a complete and logical sentence.

The best answer is NOT:

- F- because the lack of a subordinating conjunction in front of the word Few turns the introductory clause into an independent clause joined to the sentence's main clause by only the comma after the word exciting. The result is a comma splice.
- G- because the lack of a subordinating conjunction in front of the words Maybe a few turns the introductory clause into an independent clause joined to the sentence's main clause by only the comma after the word exciting. The result is a comma splice.
- J- because the lack of a subordinating conjunction in front of the words Few, if any, turns the introductory clause into an independent clause joined to the sentence's main clause by only the comma after the word exciting. The result is a comma splice.

7. The best answer is A

because the nonrestrictive appositive "the most ambitious NASA project yet" is nonessential explanatory information that needs to be set off by commas from the rest of the sentence.

The best answer is NOT:

- B- because a comma is needed after the word yet to finish setting off the nonrestrictive appositive "the most ambitious NASA project yet" from the rest of the sentence.
- C- because a comma, not a colon, is needed after the word yet to finish setting off the nonrestrictive appositive "the most ambitious NASA project yet" from the rest of the sentence.
- D- because a comma, not a dash; is needed after the word yet to finish setting off the nonrestrictive appositive "the most ambitious NASA project yet" from the rest of the sentence. While a pair of dashes could have been used to set off the nonrestrictive appositive, the writer uses a comma after the word Station, so parallelism requires that a second comma follow the word yet.

8. The best answer is F

because the information should be added to the sentence, as the explicit detail about the amount of money actually spent on constructing the space station—nearly double the already high projected cost of \$17 billion—strengthens the sentence's assertion that "NASA overspent on the International Space Station."

The best answer is NOT:

- G- because while the information should be added to the sentence, nothing in the information suggests, let alone proves, that space flight will be more affordable in the future.
- H- because the information would strengthen, rather than weaken, the point made in the paragraph about the high cost of human flight to Mars. If the actual cost of constructing the International Space Station was almost double the projected cost, it's reasonable to worry about the accuracy of the already high projections of the cost of sending humans to Mars. Thus, the information should be added to the sentence.
- J- because the essay's focus isn't on the human experience in travel to Mars but rather on the costs of manned and unmanned missions to the planet. The information isn't a digression but instead strengthens the point made in the paragraph about the high cost of human flight to Mars. Thus, the information should be added to the sentence.

9. The best answer is B

because what is the logical introductory word in the noun clause functioning as the direct object of the verb imagine, resulting in "what the final price of a human voyage to Mars would be." Turning this clause around reinforces the idea that what is the best answer: "The final price of a human voyage to Mars would be what?"

The best answer is NOT:

- A- because if is an illogical introductory word in the noun clause functioning as the direct object of the verb imagine. Turning the clause around makes this clear: "The final price of a human voyage to Mars would be if ?"
- C- because how is an illogical introductory word in the noun clause functioning as the direct object of the verb imagine. Turning the clause around makes this clear: "The final price of a human voyage to Mars would be how?"
- D- because deleting the underlined portion results in an illogical, incomplete-sounding sentence: "One can only imagine the final price of a human voyage to Mars would be."

10. The best answer is F

because "robotic spacecraft launched in 2003 '' offers an effective description of the Mars Rovers.

The best answer is NOT:

- G- because "which captured the imagination of the general public" doesn't offer any specific description of the Mars Rovers.
- H- because "the products described at length in the media" doesn't offer any specific description of the Mars Rovers.
- J- because "familiar to many who watched the news coverage at the time" doesn't offer any specific description of the Mars Rovers.

11. The best answer is D

because the word capacity is sufficient to refer to the capability of the Mars Rovers to examine soil and rocks.

The best answer is NOT:

- A- because the words capacity and ability are redundant, as they mean basically the same thing in this context.
- B- because the adjective genuine in the phrase genuine capacity creates a confusing expression, as genuine suggests there might be some doubt about the Rovers' capability; but no doubts have been raised.
- C- because the phrase potential capacity is a confusing expression, as potential suggests there might be some conditions or limits on the Rovers' capability; but no conditions or limits have been mentioned.

12. The best answer is J

because age-old, which means having been around for a long time, is a conventional, idiomatic expression that makes sense in this context.

The best answer is NOT:

- F- because the words aging and older are redundant, as they mean basically the same thing in this context. "Aging or older visions" is also not likely what the writer intends to say here, as the writer suggests in the essay that there's a timeless appeal to the notion of human spaceflight.

G- because old age creates a silly expression (old age visions) that implies that visions of human space travel are held only by old people.

H- because aging old creates a nonsensical expression (aging old visions).

13. The best answer is D

because the phrase "Even so," meaning "despite that," effectively signals the contrast between the preceding sentence, which says that using only machines to explore Mars may take some of the romance out of space travel, and this sentence, which says that we nevertheless need to remember that the right machines can do as much as if not more than humans can and at a fraction of the cost.

The best answer is NOT:

A- because the phrase "In other words" incorrectly indicates that this sentence restates or summarizes the preceding sentence. Instead, this sentence offers a contrast to the preceding one.

B- because the phrase "For that reason alone" incorrectly indicates that this sentence offers a consequence following from a circumstance identified in the preceding sentence. Instead, this sentence offers a contrast to the preceding one.

C- because the phrase "In that time frame" makes no sense in context, as no time frame is indicated in the preceding sentence. Instead, this sentence offers a contrast to the preceding one.

14. The best answer is G

because the word at creates a conventional, idiomatic expression ("at a fraction of the cost") that makes sense in the context of the writer identifying an additional consideration (machines doing as much as, if not more than, humans and at a much lower cost).

The best answer is NOT:

F- because the phrase such as creates a nonsensical expression ("such as a fraction of the cost").

H- because the phrase but only is missing the word at that would make it a conventional, idiomatic expression ("but only at a fraction of the cost") and because but suggests a contrast with what precedes it in the sentence when what follows is an additional consideration

(machines doing as much as, if not more than, humans and at a much lower cost). (The writer here might have used at only, for example, but not but only.)

- J- because deleting the underlined portion creates a nonsensical expression. "A fraction of the cost" suggests that what precedes it in the sentence identifies a cost (e.g., "... less than one billion dollars-a fraction of the cost [of a human mission]"), but this isn't the case.

15. The best answer is D

because concluding the essay with the proposed sentence would blur the essay's focus on Mars and the cost of sending humans there.

The best answer is NOT:

- A- because although the proposed sentence may capture the emotion that is the basis for the space exploration described in the essay , the sentence is out of place as a conclusion to an essay mainly focused on the expense of a human mission to Mars.
- B- because although the proposed sentence may invite the reader to reflect on the insignificance of money in relation to the mystery of space, the sentence is out of place as a conclusion to a paragraph and essay on the expense of a human mission to Mars.
- C- because while the proposed sentence shouldn't be added at this point, the essay doesn't contain a chronological history of people who traveled in space.



02

ACT Math Section



Overview

The ACT Math test consists of **60 questions** that must be answered within the **60-minute** time limit. All the math questions are five -choice, multiple-choice questions. These questions draw from six areas of math that most students have covered by the end of their 11th grade year: pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and trigonometry. Below you can find more detailed information about the specific skills these questions test, as well as sample ACT Math questions and answer explanations.



Math Questions (total of 60 questions)

Skills/Content Tested	Examples	# of Questions
Pre-Algebra	whole numbers, fractions, decimals, and integers; positive integer powers and square roots; ratio, proportion, and percent; multiples and factors; absolute value; one variable, linear equations; probability and counting problems; data interpretation; and mean, median, and mode	14 questions
Elementary Algebra	variables, polynomials, factoring, quadratic equations, linear inequalities, integer exponents, and square roots	10 questions
Intermediate Algebra	quadratic formula, radical and rational expressions, inequalities, absolute value, sequences, systems of equations, quadratic inequalities, functions, matrices, polynomial roots, and complex numbers	9 questions

Coordinate Geometry	number line graphs; graphs of points, lines, polynomials, circles, and other curves; relationships between equations and graphs; slope; properties of parallel and perpendicular lines; distance formula; midpoint formula; transformations; and conics	9 questions
Plane Geometry	plane figures (triangles, rectangles, parallelograms, trap-ezoids, circles); angles; parallel lines; perpendicular lines; translations, reflections, and rotations; 3-D geometry; perimeter, area, and volume; and logical reasoning and proofs	14 questions
Trigonometry	right triangle trigonometric ratios; trigonometric functions, identities, and equations; and trigonometric functions modeling	4 questions



Setting Goals for the Score You Want

Look at the following scoring tables ([Math](#)) to understand how you must prepare in order to achieve your score Goal!

Math Scale Score	Math Raw Score	% Correct
36	45	100%
35	59	98%
34	58	97%
33	57	95%
32	54-56	92%
31	52-53	88%
30	50-51	84%
29	48-49	81%
28	46-47	78%
27	44-45	74%
26	42-43	71%
25	40-41	68%
24	37-39	63%
23	35-36	59%
22	33-34	56%
21	31-32	53%
20	29-30	49%
19	26-28	45%
18	23-42	38%

Content Indicators and Descriptors for the ACT Math Section

Pre-Algebra:

Pre-algebra questions are generally about being able to perform simple operations on whole numbers, integers, fractions, and decimals. This includes exponents, roots, taking the absolute value, and ordering lists of numbers from least to greatest.

You must be able to:

- » Compute greatest common multiples
- » Find factors
- » Recognize small primes
- » Solve simple linear equations
- » Recognize patterns that describe a sequence
- » Find ratios, proportions, and percents
- » Find simple probability

Elementary Algebra:

Elementary algebra introduces variables, and you'll mostly be tested on how to use them in a variety of equations and expressions.

You should be:

- » Comfortable using equations to relate two variables
- » Able to add and factor polynomials, as well as solve for their roots
- » Familiar with order of operations to simplify expressions involving variables
- » Able to substitute
- » Able to solve linear and quadratic equations and linear inequalities

Intermediate Algebra:

You must be familiar with:

- » Binomials
- » The quadratic formula
- » Radical and rational expressions
- » 2x2 matrices
- » Logarithms
- » Complex numbers

You also must be able to:

- » Solve equations involving absolute value and inequalities (both linear and quadratic)
- » Recognize patterns in sequences
- » Solve systems of equations
- » Find the roots of polynomials as zeros of an associated function

Plane Geometry:

You will be tested on:

- » Triangles
- » Rectangles
- » Parallelograms
- » Trapezoids
- » Circles
- » Polygons

You should understand:

- » What angles are and what their measurements can be
- » Basic postulates and definitions about parallel and perpendicular lines

- » The basic ways to translate, rotate, and reflect a shape to obtain a congruent shape
- » General facts about congruent triangles used in proof
- » General proof technique should also be familiar to you
- » Names of simple 3D shapes should be known
- » How to compute perimeters and areas of 2D shapes
- » How to compute the surface areas and volumes of simple 3D shapes

Coordinate Geometry:

Coordinate geometry involves familiarity with and the use of the standard (x, y)-coordinate plane (a.k.a. the Cartesian plane). You must be familiar with labeling points in the plane. Familiarity with the real number line, inequalities, and number line graphs are also prerequisites.

You must be able to:

- » Graph functions
- » Understand the relationship between graphs and functions
- » Recognize and graph the equations for points, lines, polynomials, and circles
- » Compute distances between points
- » Calculate midpoints of line segments
- » Determine slopes of lines
- » Recognize the equations of parallel and perpendicular lines
- » Understand the transformations: translation, rotation, and reflection

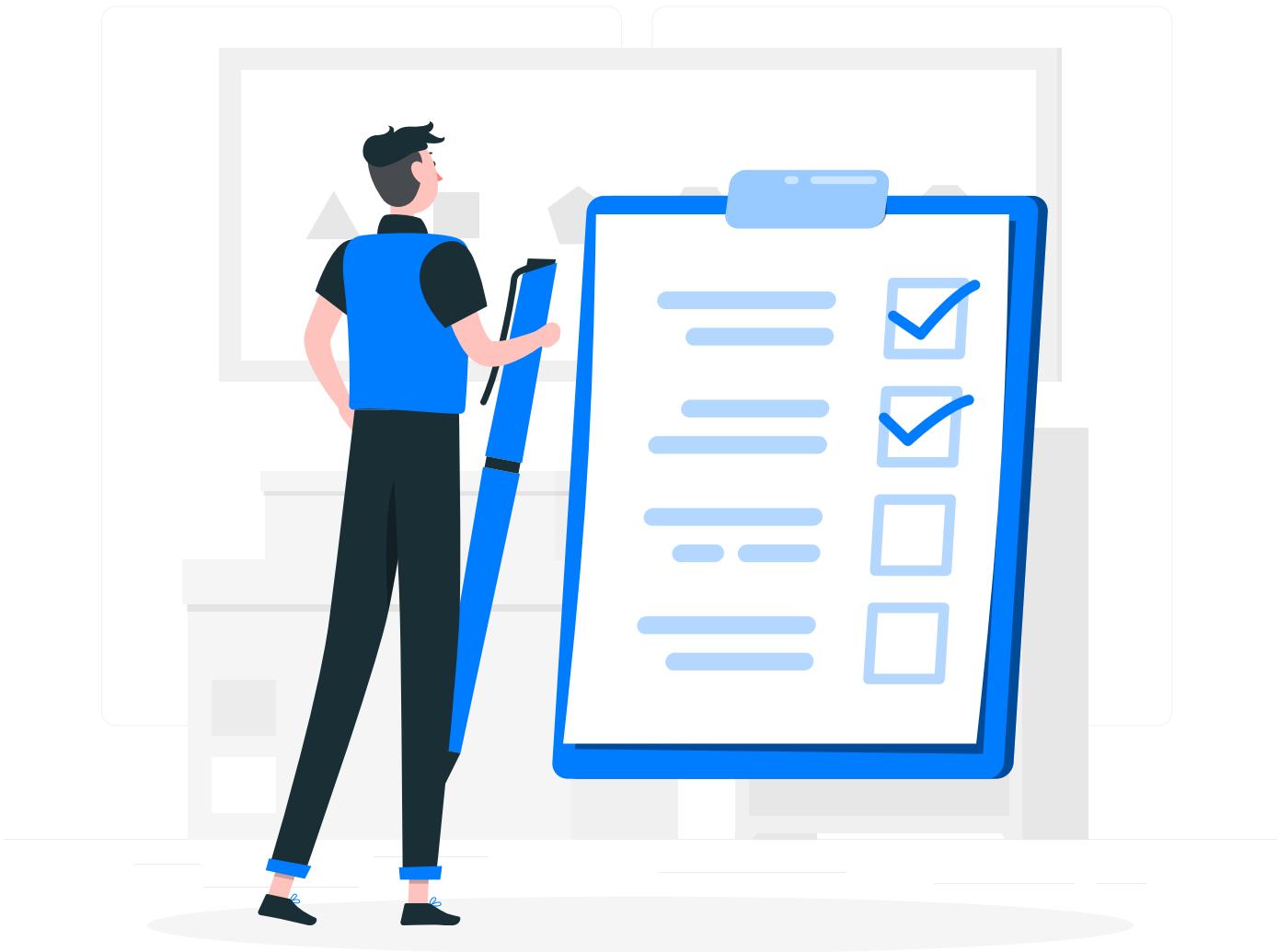
And you should be familiar with:

The graphs and equations of the three major types of conic sections: ellipses, hyperbolas, and parabolas Performing transformations of these equations

Trigonometry:

You must know:

- » The values and properties of the trig functions
- » How to use the trig functions to solve for lengths of sides and angles within right triangles
- » The trig identities
- » How to recognize trig graphs
- » How to solve trig equations
- » How to model simple situations with trig functions



ACT Math Strategies

Answer the easy questions first! Skip the later after finishing the easy problems first. questions that are NOT in a specific have 60 multiple choice questions to which allows you an average of 1 problems will take you less than 1 you more! You should keep a close sure you work at a pace that will allow the test.



hard questions and come back The Math section contains order (easy-to-hard). You complete in 60 minutes, minute per problem. Some minute, and some will take eye on your watch to make you to finish this section of

IMPORTANT NOTE:

the easiest questions are worth the same (1 point) as the very hardest questions.

For the hard questions, circle those questions in your test booklet and skip those questions. After completing ALL of the easy questions go back to the hard ones.

If you don't know the answer to a question, guess! Guessing can be very helpful to get a few extra points, especially if you can eliminate one or more of the answers. **IMPORTANT NOTE:** There are no penalties for wrong answers on the ACT, so don't leave any answers blank!

Stay on purpose! Understanding concepts, formulas, and content is very important. **IMPORTANT NOTE:** Do not stray away from what is being asked.

If you get stuck on a problem/question, re-read the question but do not waste time. Go through/plug in all the answer choices as possible choices the correct answer will reveal itself. Make sure you answer ALL questions.

The answer choice "**Cannot be Determined**" is rare. If/when you see it please know that it is a very unlikely answer choice.

The Replacements: plug in convenient numbers for letters (variables) to make a problem more concrete. This strategy can be very helpful when the question has variables (x, y, z...) but the answers are just numbers.

ACT MATH

CONDITIONING – BUILDING ENDURANCE

1 MINUTE WONDERS

A SERIES OF MATH QUIZZES 5 PROBLEMS = 5 MINUTES (5 QUIZZES)

A SERIES OF MINI MATH TESTS: 10 PROBLEMS = 10 MINUTES (5 TESTS)

(ANSWER EXPLANATIONS INCLUDED)

*ACT MATH FORMULAS

*ACT MATH GLOSSARY

*ACT MATH QUICK REFERNCE

*ACT MATH STRATEGY (ALGEBRA, ARITHMETIC, GEOMETRY, TRIGONOMETRY)

MATH MANTRAS

ACT MATHEMATICS PRACTICE DRILLS



1 Minute Wonders Drill

(I)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on these practice drills. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

1. Illustrative figures are NOT necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word line indicates a straight line.
4. The word average indicates arithmetic mean



1. What is the value of the expression $(y - x)^3$ when $x = 5$ and $y = 1$?
- A. -64 B. -4
C. 4 D. 16
E. 64

2. What is the smallest positive integer that is divisible by 3, divisible by 5, and divisible by 6 (with no remainders)?
- F. 15 G. 30
H. 60 J. 90
K. 180
3. If $[-s + h(t \cdot 3 - w)] r = 1$, then which of the following variables CANNOT equal 0?
- A. h B. r
C. s D. t
E. w
4. In a certain school district, exactly 30% of the students come from families that have only one child. If there are 7,340 students in the district, how many do NOT come from families with only one child?
- F. 220 G. 514
H. 2,202 J. 5,138
K. 7,120
5. What is the slope-intercept form of the equation $3y + 2x = 24$?
- A. $y = -\frac{2x}{3} + 8$ B. $y = -\frac{3x}{2} + 12$
C. $3 = 2m + b$ D. $m = 2b + 24$
E. $y = 2x + 24$



1 Minute Wonders Drill

(II)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on these practice drills. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

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3. The word line indicates a straight line.
4. The word average indicates arithmetic mean



1. What is the slope of a line perpendicular to the line $3x + 2y = 19$?

F. $\frac{3}{2}$

H. $-\frac{3}{2}$

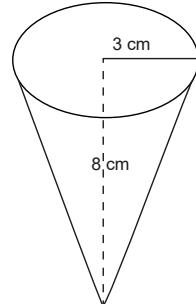
K. 3

G. $-\frac{2}{3}$

J. $\frac{2}{3}$

2. The volume of a cone is given by the formula $V = \frac{\pi}{3} r^2 h$, where r is the radius of the base of the cone and h is the height of the cone. What is the volume, in cubic centimeters, of a cone with a height of 8 cm that has a base with a radius of 3 cm?

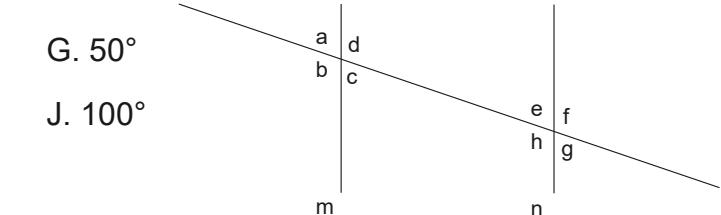
- A. 72π
B. 48π
C. 24π
D. 12π
E. 8π



3. Given that m and n are parallel lines, t is a transversal crossing both m and n , and $m\angle b = 100^\circ$, what is the measure of $\angle e$?

- R. 40°
H. 80°
K. 120°

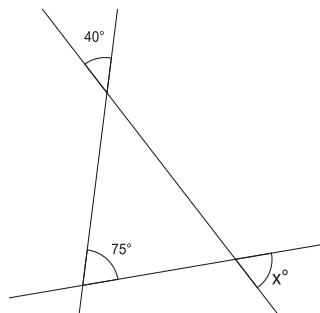
- G. 50°
J. 100°



4. In the figure below, 3 lines intersect at the indicated angles. What is the measure of $\angle x$?

- A. 35°
C. 65°
E. 75°

- B. 52.5°
D. 70°



5. Find two numbers between 11 and 26 such that the numbers form an arithmetic sequence.

$$11, \dots, 26$$

- F. 14, 18
H. 16, 21
K. 18, 24

- G. 15, 20
J. 17, 23

1 Minute Wonders Drill

(III)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on these practice drills. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

1. Illustrative figures are NOT necessarily drawn to scale.
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3. The word line indicates a straight line.
4. The word average indicates arithmetic mean



1. For all real numbers x and y , $(2x + 3y)^2 = ?$

A. $6x^2y^2$ B. $4x^2 + 6y^2$

C. $4x^2 + 9y^2$ D. $4x^2 + 6xy + 6y^2$

E. $4x^2 + 12xy + 9y^2$

2. In a certain town in New Hampshire, there are 7,695 registered voters, 60% of whom are Democrats. How many of the town's registered voters are Democrats?

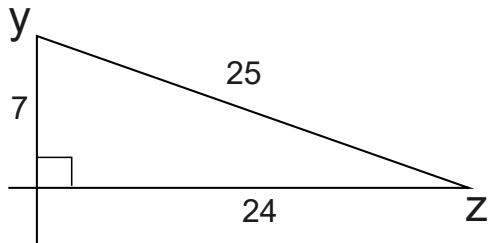
F. 513
H. 3,078
K. 7,695

G. 2,565
J. 4,617

3. What is the value of $\tan Y$ in right triangle $\triangle XYZ$ below?

A. $\frac{7}{25}$
C. $\frac{24}{25}$
E. $\frac{25}{7}$

B. $\frac{7}{24}$
D. $\frac{24}{7}$



4. When $\frac{1}{3}\omega + \frac{2}{5}\omega = 1$, what is the value of ω ?

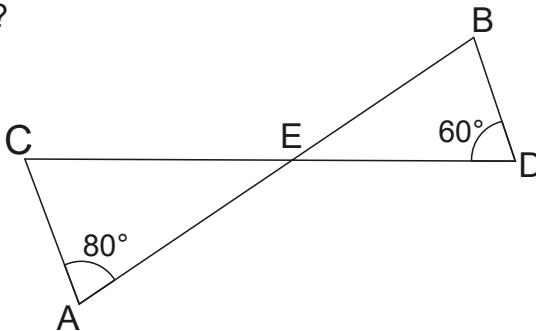
F. $\frac{1}{11}$
H. $\frac{11}{15}$
K. $\frac{8}{3}$

G. $\frac{3}{8}$
J. $\frac{15}{11}$

5. In the figure below, AB and CD bisect each other at E. The measure of $\angle CAE$ is 80° and the measure of $\angle BDE$ is 60° . What is the measure of $\angle CEA$?

A. 10°
C. 40°
E. Cannot be determined

B. 30°
D. 60°



1 Minute Wonders Drill

(IV)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on these practice drills. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

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2. Geometric figures lie in a plane.
3. The word line indicates a straight line.
4. The word average indicates arithmetic mean



1. Given that $A = (3, 2)$ and $B = (15, 8)$ in the standard (x, y) coordinate plane, what is the distance from A to B ?
- F. $5\sqrt{2}$ G. 8
H. $4\sqrt{10}$ J. $6\sqrt{5}$
K. 18

2. For all real numbers a , b , and c such that $a < b$ and $c > 0$, which of the following inequalities, if any, must be true?
- A. $a < c$ B. $b < c$
C. $a > c$ D. $b > c$
E. None of the above inequalities must be true.
3. A deli offers 4 types of sandwich meat, 3 kinds of cheese, and 5 bread varieties. When you order a sandwich at the deli, you are allowed to choose 1 meat, 1 cheese, and 1 type of bread. How many different sandwich combinations are possible at the deli?
- F. 3 G. 12
H. 15 J. 30
K. 60
4. Alana leaves home to drive to college. She drives 200 miles in 4 hours before stopping for gas. She then drives 10 miles per hour faster than she did on the first part of her trip, and arrives at her dorm in 3 hours. How many miles did she drive in total?
- F. 200 G. 300
H. 350 J. 380
K. 430
5. If the monthly payment, M dollars, on a house that costs P dollars is given by the formula $M = \frac{P}{200} - 0.0008P + 40$, what is the monthly payment, to the nearest dollar, on a house that costs \$200,000?
- R. \$868 G. \$880
H. \$960 J. \$1,060
K. \$1,200

1 Minute Wonders Drill

(V)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on these practice drills. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

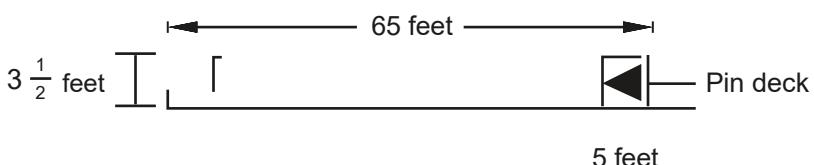
1. Illustrative figures are NOT necessarily drawn to scale.
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1. What is the sum of the prime factors of the number 330?
A. 6 B. 19
C. 21 D. 22
E. 43

Use the following information to answer questions 2–4.

Quinn is bowling a series of 3 games. She has bowled 2 of 3 games with scores of 112 and 144. The figure below is a top view of the bowling lane. The dimensions for the bowling lane are given in the figure. The pin deck is the rectangular region within the bowling lane where the 10 bowling pins are set up. (Note: *The figure is not drawn to scale.*)



2. In duckpin bowling, different balls and pins are used. The diameter of each duckpin at its widest is 4.125 in. When all of the pins are set up, which of the following values is closest to the area, in square inches, that is covered by the widest part of the pins?
- F. 130 G. 134
H. 267 J. 535
K. 1,260
3. What is the ratio of the total area of the bowling lane to the area of the lane that is NOT the pin deck?
- A. 12:1 B. 13:1
C. 13:12 D. 10:7
E. 120:7
4. What score will Quinn need to earn in her third game to have an average score of 140 for the 3 games?
- F. 128 G. 132
H. 140 J. 164
K. 176
5. In the standard (x, y) coordinate plane, a line passes through the points $(1, -2)$ and $(5, 10)$. At which of the following points does the line cross the y -axis?
- A. $(-8, 0)$ B. $(-5, 0)$
C. $(0, 0)$ D. $(0, -5)$
E. $(0, -8)$

1 Minute Wonders Drill

(VI)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

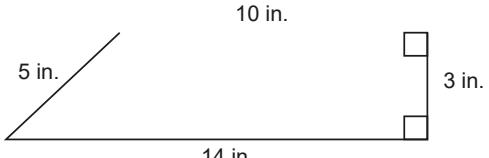
You are permitted to use a calculator on these practice drills. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

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1. The scores below were earned by 10 students on a recent history test. What is the median score?
- 68, 96, 85, 72, 89, 93, 89, 82, 77, 99
- | | |
|-------|-------|
| F. 85 | G. 86 |
| H. 87 | J. 89 |
| K. 91 | |

2. For all positive a , b and c , $\frac{2^{-1}a^{-3}b^7c^2}{(5a)^2b^{-1}c^7} =$
- A. $\frac{2b^6}{5a^2c^5}$ B. $\frac{2b^8c^9}{2a^5}$
C. $\frac{2b^8c^9}{25a^5}$ D. $\frac{b^8}{10a^5c^5}$
E. $\frac{b^8}{50a^5c^5}$
3. One endpoint of a diameter of a circle with center $(2, -3)$ has coordinates at $(5, -2)$ in the standard (x, y) plane. What are the coordinates of the other endpoint of the diameter?
- F. $(2-\sqrt{10}, -3-\sqrt{10})$ G. $(-1, -4)$
H. $(0, -4)$ J. $(2+\sqrt{10}, -3+\sqrt{10})$
K. $(8, -1)$
4. What is the y -coordinate of the point of intersection of the lines $y = 3x - 7$ and $y = 5x + 5$ in the standard (x, y) coordinate plane?
- A. - 25 B. - 11
C. - 6 D. 6
E. 11
5. What is the area, in square inches, of the figure shown below?
- F. 24 G. 32
H. 36 J. 42
K. 72
- 

1 Minute Wonders Drill

(VII)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on these practice drills. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

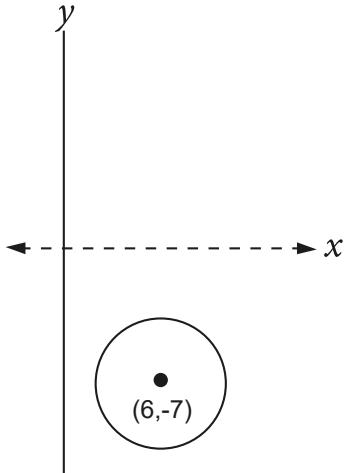
1. Illustrative figures are NOT necessarily drawn to scale.
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3. The word line indicates a straight line.
4. The word average indicates arithmetic mean



1. What is the solution set for the inequality $6 - 4(x - 2) > 4x + 5$?
- A. $x < \frac{7}{8}$ B. $x < -\frac{1}{8}$
C. $x < \frac{9}{8}$ D. $x > -\frac{7}{8}$
E. $x > \frac{9}{8}$

Use the following information to answer questions 2-4.

The circle in the standard (x, y) coordinate plane below has center $(6, -7)$ and radius 4 coordinate units.

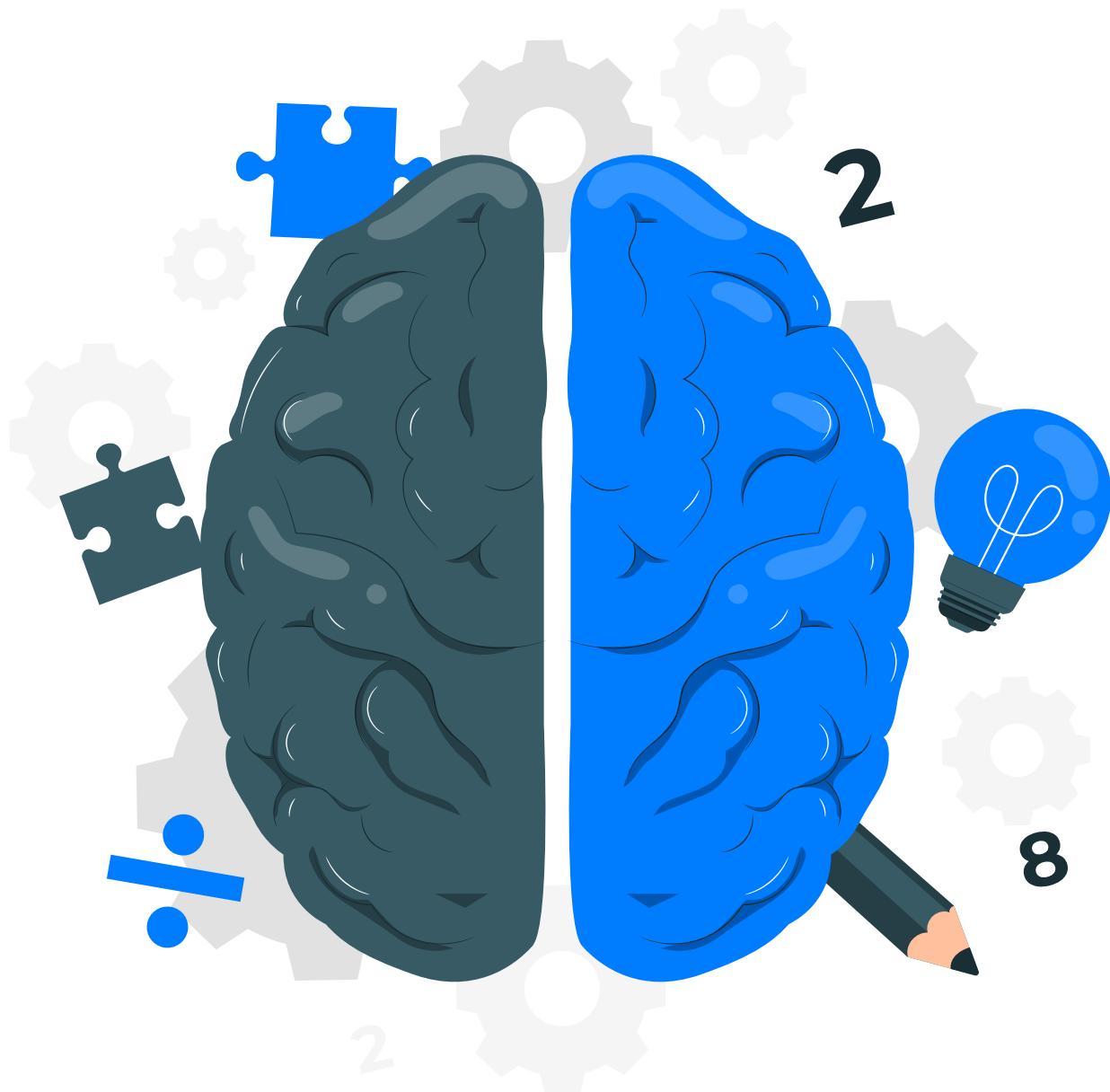


2. Which of the following is an equation for this circle?
- F. $(x - 6)^2 + (y + 7)^2 = 8$ G. $(x + 6)^2 + (y - 7)^2 = 8$
H. $(x - 6)^2 + (y + 7)^2 = 16$ J. $(x - 6)^2 + (y - 7)^2 = 16$
K. $(x + 6)^2 + (y + 7)^2 = 16$
3. The circle will be rotated 90° counterclockwise (\circlearrowleft) about the origin. What will be the coordinates of the image of the center of the circle?
- A. $(-6, 7)$ B. $(6, 7)$
C. $(7, 6)$ D. $(7, -6)$
E. $(-7, 6)$
4. What is the area, in square coordinate units, of this circle?
- F. 2π G. 4π
H. 8π J. 16π
K. 32π

5. Parallelogram RSTU is shown below, with $UA = 4$ inches, $AS = 7$ inches, and $ST = 5$ inches. What is the area of RSTU in square inches?

A. 16
C. 28
E. 40

B. 20
D. 35



1 Minute Wonders Drill

(VIII)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

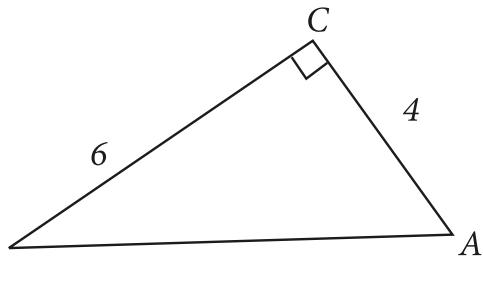
You are permitted to use a calculator on these practice drills. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

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4. The word average indicates arithmetic mean



1. If the lengths of the sides of the triangle below are shown in inches, how many inches long is side AB?
- E. $2\sqrt{13}$
H. $4\sqrt{13}$
K. 42
- G. 10
J. 26

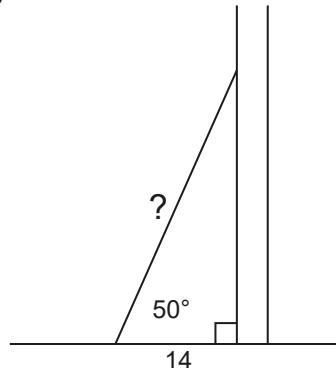


2. Which of the following comprises all of the values of x for which $\frac{2}{3}x - \frac{1}{2} < \frac{1}{2}x + \frac{2}{3}$?

- A. $x < 1$
B. $x < \frac{7}{6}$
C. $x < 7$
D. $x > \frac{7}{6}$
E. $x > 7$

3. A guide wire for a telephone tower makes an angle of 50° with the level ground and is 14 meters from the base of the tower. How many meters long is the guide wire?

- F. 3.80
G. 13.50
H. 16.68
J. 21.78
K. 22.58



4. For all $x^2 \neq 9$, $\frac{(x-3)^2}{x^2-9}$ is equivalent to :

- A. - 1
B. - 2
C. 1
D. $\frac{1}{x+3}$
E. $\frac{x-3}{x+3}$

5. In the standard (x, y) coordinate plane, the midpoint of AB is $(5, 7)$ and A is located at $(2, 3)$. If the coordinates of B are (x, y) , what is the value of $(x + y)$?

- F. 19
G. 17
H. 11
J. 8.5
K. 8

1 Minute Wonders Drill

(IX)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on these practice drills You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

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1. If the solutions to the equation $(x + a)(x + b) = 0$ are $x = 8$ and $x = -\frac{3}{2}$ then $a + b = ?$
- A. -13 B. -12
C. -6.5 D. 6.5
E. 12

2. In the figure below, all line segments intersect at right angles, and all measurements are given in inches. What is the perimeter of the figure in inches?

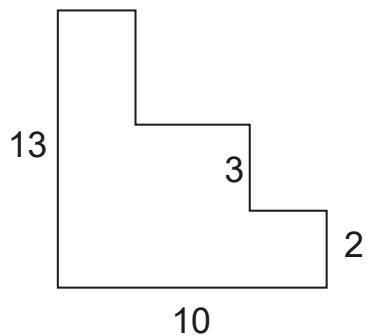
F. 23

G. 28

H. 46

J. 130

K. Cannot be determined



3. A line in the standard (x, y) coordinate plane contains the points $(5, 9)$ and $(8, 3)$. What is the x -intercept of this line?

A. 19

B. $\frac{19}{2}$

C. 0

D. -2

E. $\frac{19}{2}$

4. Each side of a given cube is a square with an area of 729 square inches. What is the volume of the cube in cubic inches?

F. 3^3

G. 3^9

H. 3^{12}

J. 3^{18}

K. 3^{64}

5. If p and q are positive integers, and $6pq^4$ and $12p^2q^2$ have a greatest common factor of 1,050, then which of the following is a possible value for the sum of p and q ?

A. 6

B. 8

C. 12

D. 35

E. 42



1 Minute Wonders Drill

(X)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

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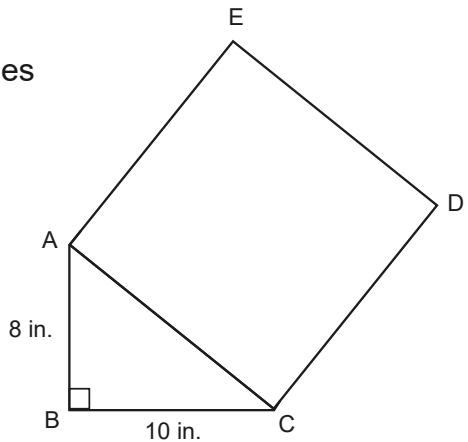
1. Illustrative figures are NOT necessarily drawn to scale.
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1. In the figure shown below, $\triangle ABC$ is a right triangle, AB is 8 inches long, and BC is 10 inches long. What is the area, in square inches, of square $ACDE$?

- F. $2\sqrt{41}$
H. 36
K. 164

- G. $\sqrt{164}$
J. $8\sqrt{41}$



2. The decimal equivalent of $\frac{1}{13}$ is 0.076923. What is the digit in the sixty-third place after the decimal point?
- A. 2 B. 3
C. 6 D. 7
E. 9
3. What value must be added to $9x^2 - 30x$ in order to complete the square (that is, make it a perfect square trinomial)?
- F. -5 G. 5
H. 9 J. 25
K. 45
4. A circle in the standard (x, y) coordinate plane is tangent to the x -axis at $-a$, and tangent to the y -axis at a , with $a > 0$. The radius of the circle is 4 units. What is the equation of the circle?
- A. $x^2 + y^2 = 4$ B. $x^2 + y^2 = 16$
C. $(x - 4)^2 + (y - 4)^2 = 4$ D. $(x + 4)^2 + (y + 4)^2 = 16$
E. $(x + 4)^2 + (y - 4)^2 = 16$
5. Compared to the graph of $y = \sin x$, the graph of $y = 2 \sin(4x)$ has:
- F. 8 times the amplitude and the same period. G. 2 times the amplitude and 4 times the period.
H. 2 times the amplitude and $\frac{1}{4}$ the period. J. $\frac{1}{2}$ the amplitude and 4 times the period.
K. $\frac{1}{2}$ the amplitude and $\frac{1}{4}$ the period



1 Minute Wonders Drill

(XI)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

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Note: Unless otherwise stated, all of the following should be assumed.

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4. The word average indicates arithmetic mean



1. Which of the following is the solution set for x such that $3x - 9 \geq -3(9 - x)$?
- A. The empty set B. The set containing only zero
- C. The set of negative numbers D. The set of positive numbers
- E. The set of real numbers

2. In the figure below, square ABCD has a side length of 6 inches, and squares AEFG and CHIJ each have a side length of 1 inch. What is the area, in square inches, of the shaded pentagon DGFIJ?

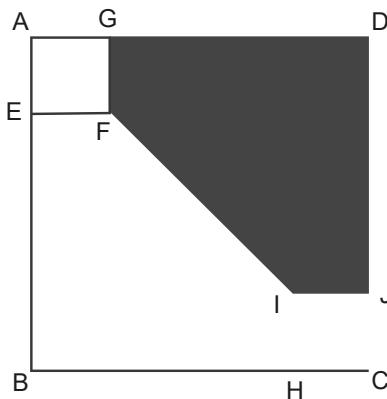
F. 9

G. 12.5

H. 17

J. 18

K. 20.5



3. Consider matrices A, B, C, and D with dimensions as follows: A=2×2, B=2×3, C=3×2, D=3×3
Which of the following matrix products is NOT defined?
- A. AB B. BC
C. CB D. CD
E. DC

4. If $x^2 - 36a^2 = 5ax$, what are the two solutions for x in terms of a?
- F. -4a and -9a G. -4a and 9a
H. -3a and 12a J. 3a and -12a
K. 4a and -9a

5. For all values of θ over which $\sin\theta$ and $\cos\theta$ are positive, $\frac{\sqrt{1 - \cos^2\theta}}{\sin^2\theta} \cdot \cos\theta = ?$
- A. 1 B. $\tan\theta$
C. $\cot\theta$ D. $\sec\theta$
E. $\cosec\theta$

1 Minute Wonders Drill

(XII)

1 Minute Wonders

Time: 5 Minutes-5 Questions

Directions:

Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer sheet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

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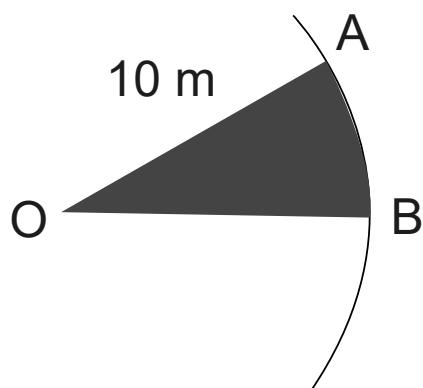
Note: Unless otherwise stated, all of the following should be assumed.

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1. If $\log_a x = p$, $\log_a y = q$, and $\log_a z = t$, then $\log_a \frac{x^2 y^3}{\sqrt{z}}$ is equivalent to:
- F. $p^2 q^3 - \sqrt{z}$ G. $\frac{p^2 q^3}{\sqrt{z}}$
H. $2p + 3q + \frac{1}{2}t$ J. $2p + 3q - \frac{1}{2}t$
K. $2p + 3q - t^2$

2. What is the solution set for the equation $| -x | = x$?
- A. All real numbers B. $x \geq 0$
C. $x \leq 0$ D. Only $x = 0$
E. Only $x = -1$
3. For which of the following values of a will there be exactly one real solution to the equation $2x^2 - ax + 8 = 0$?
- F. $2\sqrt{3}$ G. 4
H. $4\sqrt{3}$ J. 6
K. 8
4. If $x = 3t + 4$ and $y = 5 - t$, then which of the following equations expresses y in terms of x ?
- A. $y = \frac{19-x}{3}$ B. $y = \frac{1-x}{3}$
C. $y = 9 - x$ D. $y = x + 9$
E. $y = x - 1$
5. In the circle below, radius OA has a length of 10 meters, and central angle $\angle AOB$ measures 30° . What is the area, in square meters, of shaded sector AOB?
- F. $\frac{5\pi}{3}$ G. $\frac{5\pi}{3}$
H. $\frac{10\pi}{3}$ J. $\frac{25\pi}{6}$
K. $\frac{25\pi}{3}$



ACT Mathematics Practice Drill Answers



1 Minute Wonders Drill Answer (I)



Answer 1. (A) $(1 - 5)^3 = (-4)^3 = -64$.



Answer 2. (G) 30 is divisible by 3, 5, and 6. It is the lowest common multiple.



Answer 3. (B) If $r = 0$, $[-s + h(t \cdot 3 - w)](0) = 0$, not 1.



Answer 4. (J) If 30% come from families that have only one child, then 70% come from families that do not have one child. $70\% \text{ of } 7,340 = 0.70 * (7,340) = 5,138$.



Answer 5. (A) $3y + 2x = 24$ is $3y = -2x + 24$ when we subtract $2x$ from both sides. Finally, dividing each term by 3 gives $y = \frac{-2}{3}x + 8$.

1 Minute Wonders Drill Answer (II)



Answer 1. (H) The equation $3x + 2y = 19$ is equivalent to $y = \frac{-3}{2}x + \frac{19}{2}$. The slopes of perpendicular lines are opposite reciprocals. Therefore, the slope would be $\frac{2}{3}$.



Answer 2. (C) $V = \frac{\pi}{3} (3)^2(8) = \frac{\pi}{3} (9)(8) = 24\pi$.



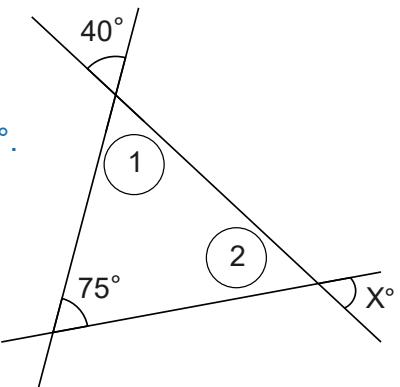
Answer 3. (H) $\angle b \cong \angle d$ by vertical angles. $\angle d$ and $\angle e$ are supplementary because they are interior angles on the same side of the transversal.
Since $m\angle d = m\angle b = 100^\circ$, $m\angle e = 80^\circ$.



Answer 4. (C) In the diagram $m\angle 1 = 40^\circ$ by vertical angles. Then, $m\angle 2 = 65^\circ$, since the angles of a triangle add to 180° . By vertical angles $x = 65$.



Answer 5. (H) 11, 16, 21, 26 is an arithmetic sequence with a common difference equal to 5.



1 Minute Wonders Drill Answer (III)



Answer 1. (E) $(2x + 3y)^2$ means $(2x + 3y)(2x + 3y) = 2x(2x) + 2x(3y) + 3y(2x) + (3y)(3y)$. This simplifies to $4x^2 + 6xy + 6xy + 9y^2$ and finally to $4x^2 + 12xy + 9y^2$.



Answer 2. (J) 60% are Democrats translates to $(0.60)*(7,695) = 4,617$. This problem can also be done by using the proportion: $\frac{60}{100} = \frac{x}{7695}$.



Answer 3. (D) The tangent of an angle in a right triangle is defined as the length of the opposite side divided by the length of the adjacent side.



Answer 4. (J) $\frac{1}{3}\omega + \frac{2}{5}\omega = 1$ equals $\frac{5}{15}\omega + \frac{6}{15}\omega = 1$ when we get a common denominator. (You could also add $\frac{1}{3} + \frac{1}{3}$ on your calculator.) Combining like terms we have $\frac{11}{15}\omega = 1$. Either multiply by $\frac{15}{11}$ or divide by $\frac{11}{15} \cdot \frac{15}{11} \cdot \frac{11}{15}\omega = \frac{11}{15}$.



Answer 5. $\triangle CEA \cong \triangle DEB$. To see this we have $CE \cong DE$ and $AB \cong BE$ and $\angle CEA \cong \angle DEB$. The segments are congruent since AB and CD bisect each other. The angles are vertical angles. So, the triangles are congruent by SAS. By CPCTC, $\angle C \cong \angle D$. That means $m\angle C = 60^\circ$. In $\triangle CEA$ we have a 60° and an 80° angle, so the third angle ($\angle CEA$) must be 40° since the three angles of a triangle must add up to 180° .



1 Minute Wonders Drill Answer (IV)



Answer 1. (J) The distance formula is $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$. For A(3, 2) and B(15, 8), we have $\sqrt{(15 - 3)^2 + (8 - 2)^2} = \sqrt{144 + 36} = \sqrt{180} = \sqrt{36\sqrt{5}} = 6\sqrt{5}$.



Answer 2. (E) Although we are not told that a and b are positive, we can use positive values to help us eliminate incorrect choices. Let a = 2 and b = 3. c can be any number greater than zero. Now we can eliminate answers. We see that A, B, C, and D can be eliminated, which leaves E. So, E must be correct because the others cannot be correct.



Answer 3. (K) This problem is done by using the fundamental counting principle that if Event 1 can be done in M ways and Event 2 can be done in N ways, then the total number of ways that we can do both events is M(N). Applying this we have (4)(3)(5) = 60 ways of choosing meat, cheese, and bread.



Answer 4. (D) We will use the equation d = rt, where d = distance, r = rate, and t = time. $200 = (4)r$, which gives $r = 50$ mph before stopping for gas. She then drives 10 mph faster for 3 hours. $50 + 10 = 60$ mph. $d = 60(3) = 180$ miles. The total number of miles equals $200 + 180 = 380$ miles.



Answer 5. (G) We are given the formula $M = \frac{P}{200} - 0.0008P + 40$, where M is the monthly payment and P is the cost of the house. Since the house costs \$200,000, $P = 200,000$ and $M = \frac{200,000}{200} - 0.0008(200,000) + 40$. $M = \$880$

1 Minute Wonders Drill Answer (V)



Answer 1. (C) The prime factorization of 330 is $2(3)(5)(11)$. The sum is $2 + 3 + 5 + 11 = 21$.



Answer 2. (G) The area of a circle is πr^2 . There are 10 pins and the radius is half of the given diameter of 4.125 in.



Answer 3. (C) The entire lane is 65 feet long and the part of the lane that is NOT the pin deck is 60 feet long. Since the width is the same, it does not matter. 65:60 reduces to 13:12.



Answer 4. (J) $3 \times 140 = 420$ points are needed in order to average 140. Quinn has $112 + 144 = 256$ points already, so she needs $420 - 256 = 164$ more points in the third game.



Answer 5. (D) If you sketch the points and draw the line that contains the two points, it appears that it crosses the y-axis at -5. Mathematically, the slope of the line is $\frac{10 - (-2)}{5 - 1} = \frac{12}{4} = 3$. Using $y = mx + b$ and the point (5, 10), we have $10 = 3(5) + b$. Thus, $b = -5$. The y-intercept is -5, so the point is (0, -5).

1 Minute Wonders Drill Answer (VI)



Answer 1. (H) The median is the middle number of a data set when the numbers are written in order. When there are an even number of data, take the average of the middle two numbers. Since the middle two numbers are 85 and 89, we take the average of those, which is 87.



Answer 2. (E) $\frac{2^{-1}a^{-3}b^7c^2}{(5a)^2b^{-1}c^7}$ can be rewritten as $\frac{2^{-1}a^{-3}b^7c^2}{25a^2b^{-1}c^7}$ by squaring (5a), then as $\frac{b.b^7c^2}{2.25a^2a^3c^7}$ by eliminating the negative exponents, and, finally, $\frac{b^8}{50a^5c^5}$



Answer 2. (G) The center of the circle is the midpoint of any diameter. Thus, if we say the other endpoint is (a, b) and use the midpoint formula we have $\left(\frac{a+5}{2}, \frac{b+(-2)}{2}\right) = (2, -3)$. The x-coordinates must be equal. $\frac{a+5}{2} = 2 \rightarrow a + 5 = 4$, so $a = -1$.

There is only one answer choice with $x = -1$, so we really don't need to find y.

But $\frac{b-2}{2} = -3 \rightarrow b - 2 = -6$, so $b = -4$.



Answer 4. (A) This can be solved easily by the substitution method. $5x + 5 = 3x - 7$ is equivalent to $2x = -12$. Therefore, $x = -6$. But we were asked for the y-coordinate. Using the equation $y = 3x - 7$ and substituting (-6) for x we find that $y = 3(-6) - 7 = -25$.



Answer 5. (H) The figure is a trapezoid. The area formula is $A = \frac{h(b_1+b_2)}{2}$ where h is the height and b_1 and b_2 are the bases. $A = \frac{3(10+14)}{2} = \frac{72}{2} = 36$.

1 Minute Wonders Drill Answer (VII)



Answer 1. (C) $6 - 4(x - 2) > 4x + 5$ is equivalent to $6 - 4x + 8 > 4x + 5$. $14 - 4x > 4x + 5$ is equivalent to $-8x > -9$. Now, we divide by (-8) . When dividing an inequality by a negative number, the inequality sign must be switched. The answer then is $x < \frac{9}{8}$



Answer 2. (H) $(x - h)^2 + (y - k)^2 = r^2$ is the equation for a circle with center (h, k) and radius r .



Answer 3. (C) When a 90 degree counterclockwise rotation is performed, the point (x, y) becomes $(-y, x)$.



Answer 4. (J) The area of a circle is πr^2 and the radius was given as 4.



Answer 5. (E) The area of a parallelogram is base times height. The base is RS, so we must find RA. UR is 5 since opposite sides of a parallelogram are congruent. Either by the Pythagorean Theorem or by a 3-4-5 right triangle, RA = 3. So, RS = 3 + 7 = 10. Height of UA = 4. A = 10(4) = 40.

1 Minute Wonders Drill Answer (VIII)



Answer 1. (F) We have a right triangle and are given the lengths of two sides. Therefore, we use the Pythagorean Theorem: $a^2 + b^2 = c^2$. $6^2 + 4^2 = c^2 \rightarrow c^2 = 52$. Taking square roots gives us $c = \sqrt{52} = 2\sqrt{13}$.



Answer 2. (C) If we multiply both sides of the inequality by 6 (the lowest common denominator), we get an inequality with no fractions. $4x - 3 < 3x + 4$, which is equivalent to $x < 7$.



Answer 3. (J) For this problem we have a right triangle shown with x (the hypotenuse) representing the length of the guide wire and 14 representing the base. Since $\cos 50^\circ = \frac{\text{adj}}{\text{hyp}}$, we have $\cos 50^\circ = \frac{14}{x}$. So, $x = \frac{14}{\cos 50^\circ}$, which is 21.78 (to the nearest hundredth).



Answer 4. (E) $x^2 - 9 = (x-3)(x+3)$. This gives $\frac{(x-3)(x-3)}{(x-3)(x+3)} = \frac{(x-3)}{(x+3)}$. Another method that will work on a problem such as this is to pick a value for x such that $x^2 \neq 9$, say $x = 2$. Then, $\frac{(2-3)^2}{2^2-9} = \frac{1}{-5} = \frac{-1}{5}$. Now, put $x = 2$ in for x in the answer choices and see which one equals $\frac{-1}{5}$. Only choice E yields this value.



Answer 5. (F) We know the midpoint is $(5, 7)$ and A $(2, 3)$ with B (x, y) as endpoints. By the midpoint formula $\left(\frac{x+2}{2}, \frac{y+3}{2}\right) = (5, 7)$. Thus, $\frac{(x+2)}{2}$ must equal 5 and $\frac{(y+3)}{2}$ must equal 7. Solving these two equations $\frac{(x+2)}{2} = 5$ and $\frac{(y+3)}{2} = 7$, we get $x = 8$ and $y = 11$. Therefore, $x + y = 19$.



1 Minute Wonders Drill Answer (IX)



Answer 1. (C) $(x + a)(x + b) = x^2 + (a + b)x + ab$. Since the solutions are $x = 8$ and $x = \frac{-3}{2}$ we have $(x - 8)(x - \frac{-3}{2}) = 0$. This multiplies to $x^2 - 8x + \frac{3}{2}x - 12 = 0$ and simplifies to $x^2 - 6.5x - 12 = 0$. Therefore, $a + b = -6.5$. Or we could use the theorem that says for quadratic equations of the type $x^2 + Bx + C = 0$ that the sum of the solutions equals $(-B)$. Therefore, $8 + \frac{-3}{2} = -B \rightarrow 6.5 = -B$ or $B = -6.5$.



Answer 2. (H) We do not have enough information to find the lengths of the three horizontal segments but we know their sum is 10. The missing vertical segment is 8. So, the perimeter is $10 + 13 + 10 + 8 + 3 + 2 = 46$. If we make a rectangle out of the figure, the perimeter is the same as the perimeter of the original figure. So, the perimeter of the figure is $13 + 10 + 13 + 10 = 46$



Answer 3. (B) If you graph the two points, it should be clear that the x-intercept should be greater than 8, leaving two options: 19 and $\frac{19}{2}$. Since 19 is too large, that leaves $\frac{19}{2}$. The slope of the line is $\frac{3-9}{8-5} = \frac{-6}{3} = -2$. From $y = mx + b$ and the point $(5, 9)$, we have $9 = -2(5) + b$. Therefore, $b = 19$. The equation of the line is $y = -2x + 19$. To find the x-intercept, let $y = 0$. $0 = -2x + 19$ and $x = \frac{19}{2}$. For a problem with coordinates, we can often find the answer from a sketch. Clearly, the x-intercept cannot be zero or negative. That leaves only (A) 19 and (B) $\frac{19}{2}$. 19 is not a reasonable answer.



Answer 4. (G) If a square has an area of 729, the length of a side is $\sqrt{729} = 27 = 3^3$. The volume of a cube is s^3 , where s is the length of a side. Thus, in this problem $V = (3^3)^3 = 3^9$.



Answer 5. (C) The GCF of $6pq^4$ and $12p^2q^2$ is $6pq^2$. Thus, $6pq^2 = 1,050$ or $pq^2 = 175$. It asks for a possible value of p and q. One way of finding p and q is to find the prime factorization of 175. It is $7(5)^2$. Comparing pq^2 to $7(5)^2$, we see that $p = 7$ and $q = 5$. So, $p + q = 7 + 5 = 12$.

1 Minute Wonders Drill Answer (X)



Answer 1. (K) $AC = \sqrt{164}$. We get this value by using the Pythagorean Theorem on $\triangle ABC$. $8^2 + 10^2 = (AC)^2$, $(AC)^2 = 64 + 100 = 164$. Taking square roots leaves $AC = \sqrt{164}$. AC is a side of square ACDE. Therefore, the area of square ACDE is $(\sqrt{164})^2 = 164$. You could also get this value by taking $\sqrt{164}$ on your calculator and squaring the answer.



Answer 2. (C) Since there are 6 digits that repeat, we will want to know how many complete cycles of 6 there are that are less than 63. 60 is the largest multiple of 6 that is less than 63. Therefore, the 61st digit will be the start of a new cycle. So, the digit in the sixty-third place will be the third in the cycle, which is C.



Answer 3. (J) A perfect square trinomial will factor to a binomial squared: $(x + y)^2 = x^2 + 2xy + y^2$. This tells us that the number to be added must be a perfect square. If we add 9, it would have to factor to $(3x - 3)^2$. But this equals $9x^2 - 18x + 9$, and we need $(-30x)$. Adding 25, we have $9x^2 - 30x + 25 = (3x - 5)^2$.



Answer 4. (E) From the data given in the problem, we can conclude that the center of the circle is $(-a, a)$. Since the radius of the circle is 4, a must equal 4. Therefore, the center is $(-4, 4)$. The formula for a circle with center (h, k) and radius r is $(x - h)^2 + (y - k)^2 = r^2$. Substituting in the formula, we get $(x + 4)^2 + (y - 4)^2 = 16$.



Answer 5. (H) In the equation $y = A \sin Bx$, the amplitude is $|A|$ and the period is $\frac{2\pi}{|B|}$. From $y = \sin x$ to $y = 2\sin(4x)$, the amplitude increases from 1 to 2 and the period decreases from $\frac{2\pi}{1} = 2\pi$ to $\frac{2\pi}{4} = \frac{1}{2}\pi$.

1 Minute Wonders Drill Answer (XI)



Answer 1. (E) Applying the Distributive Property to $3x - 9 \geq -3(9 - x)$ is equivalent to $3x - 9 \geq -27 + 3x$. Subtracting $3x$ from both sides leaves $-9 \geq -27$. This is true and since there is no x in the inequality, it is true for all real numbers.



Answer 2. (H) Extend GF and IJ to intersect at a new point P. GDJP is a square with side length of 5. Its area is $5^2 = 25$. The area of the shaded pentagon equals the area of GDJP minus the area of ΔFIP . Area of $\Delta FIP = \frac{1}{2} (4)(4) = 8$. Therefore, the area of pentagon DGFIJ is $25 - 8 = 17$.



Answer 3. (D) In order for the product of 2 matrices to be defined, the inner dimensions of the matrices must match. Since CD would be a 3×2 matrix and a 3×3 matrix, this will not work because the 2 from matrix C and the first 3 from matrix D are not equal.



Answer 4. (G) This is a quadratic equation. To solve, we must get one side equal to zero. So, we come up with $x^2 - 5ax - 36a^2 = 0$. This factors to $(x - 9a)(x + 4a) = 0$. Now, we use the zero product property and set each factor equal to zero.

$$\begin{aligned}x - 9a &= 0 & x + 4a &= 0 \\x &= 9a & x &= -4a\end{aligned}$$



Answer 5. (C) To simplify this we will use the identity $\sin^2\theta + \cos^2\theta = 1$. From this we have $1 - \cos^2\theta = \sin^2\theta$. Substituting, we now have $\frac{\sqrt{\sin^2\theta}}{\sin^2\theta} \cdot \cos\theta = \frac{\sin\theta}{\sin^2\theta} \cdot \cos\theta$. This simplifies to $\frac{\cos\theta}{\sin\theta}$, which is equivalent to $\cot\theta$.



1 Minute Wonders Drill Answer (XII)



Answer 1. (J) By multiplication and division properties of logarithms, $\log_a \left(\frac{x^2 y^2}{\sqrt{z}} \right) = \log_a x^2 + \log_a y^3 - \log_a \sqrt{z}$. By power rule, $\log_a x^2 + \log_a y^3 - \log_a z^{\frac{1}{2}}$ equals $2\log_a x + 3\log_a y - \frac{1}{2} \log_a z = 2p + 3q - \frac{1}{2} t$. so choice J is the correct answer.



Answer 2. (B) We know that the absolute value of a number is non-negative. Since $|x| = x$, x must be non-negative, which means $x \geq 0$. Mathematically, $|x| = x$ if $x \geq 0$ and $|x| = -x$ if $x \leq 0$. We could also substitute numbers in for x .



Answer 3. (K) When a quadratic equation has exactly one real solution, the discriminant " $b^2 - 4ac$ " must equal zero. This gives us the equation $(-a)^2 - 4(2)(8) = 0$ OR $a^2 - 64 = 0$ OR $a^2 = 64$. Taking the square root we get $a = \pm 8$. We could also plug 8 (or another number) into the equation. $2x^2 - 8x + 8 = 0 \rightarrow 2(x^2 - 4x + 4) = 0$. $2(x - 2)^2 = 0$.



Answer 4. (A) Because all the possible answers only contain x and y , we want to eliminate t . Solve $y = 5 - t$ for t and substitute into the other equation. $t = 5 - y$, so $x = 3(5 - y) + 4 \rightarrow x = 15 - 3y + 4$. Solving for y , we first combine the 15 and 4. $x = 19 - 3y \rightarrow x - 19 = -3y$. Multiply both sides by (-1) to get $19 - x = 3y$. Divide by 3 and $y = \frac{19-x}{3}$. If you had solved the other equation for t , the work would look like this: $t = \frac{x-4}{3}$ and $y = 5 - \frac{x-4}{3} \rightarrow y = \frac{15}{3} - \frac{x-4}{3}$ and $y = \frac{15-(x-4)}{3} = \frac{15-x+4}{3} = \frac{19-x}{3}$



Answer 5. (K) To find the area of a sector we use this formula: $\frac{\text{central angle}}{360} \text{ area of circle}$. Substituting the given values, we get $\frac{30}{360} (\pi(10)^2)$. Simplify to get $\frac{25\pi}{3}$.

ACT MATHEMATICS PRACTICE TESTS



PRACTICE TEST - I

10 Minutes – 10 Questions

Directions:

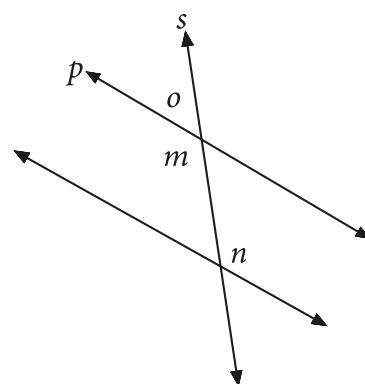
Solve each of the problems in the time allowed, then fill in the corresponding bubble next to your answer choices. Do not spend too much time on any one problem, skip the more difficult problems and go back to them later. You may use a calculator on this test. For this test you should assume that the figures are NOT necessarily drawn to scale, that all geometric figures lie in a plane, and that the word line is used to indicate a straight line.

1. At the "Parkway" Bridge, a vehicle must be, at most, 1,500 pounds to cross the bridge. If w represents the car's weight, in pounds, this requirement can be indicated by which of the following inequalities?

A. $w > 1,500$ B. $w < 1,500$
C. $w \geq 1,500$ D. $w \leq 1,500$
E. $w \neq 1,500$
2. What is the smallest positive integer that is a multiple of 2, of 6, and of 9 ?

F. 12 G. 17
H. 18 J. 56
K. 112
3. If $\frac{z(x+y)^v}{u} = 1$, which of the numbers u , v , x , y , or z CANNOT be 0?

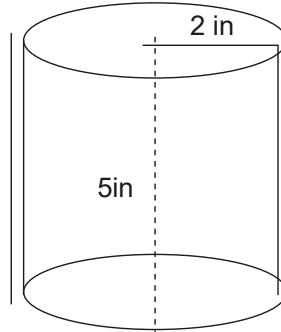
A. u only B. v only
C. x only D. y and z
E. u and z



8. The volume of a cylinder is $\pi r^2 h$, where r is the radius of the base of the cylinder and h is the height of the cylinder. What is the volume, in cubic inches, of a cylinder of height 5 inches that has a base of radius 2 inches?

F. 71π
H. 40π
K. 100π

G. 20π
J. 80π



9. What is the value of $|4 - x|$ if $x = 7$?

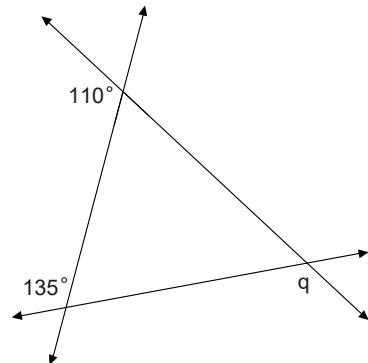
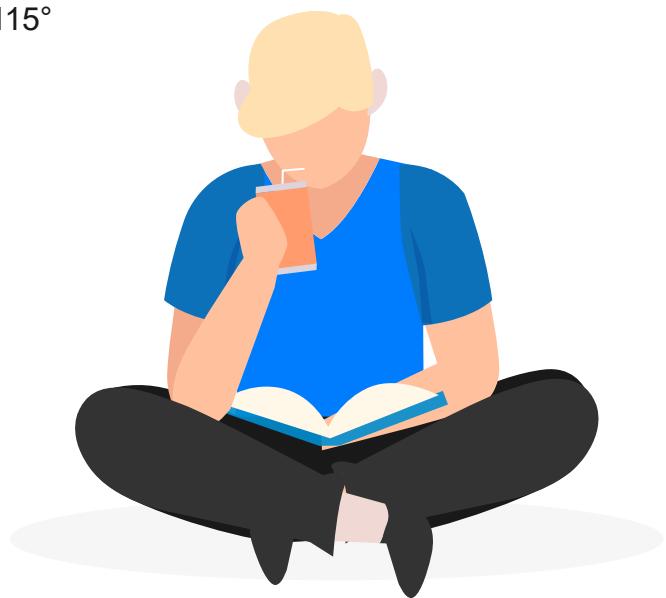
A. -11
C. 3
E. 47

B. -3
D. 11

10. In the figure below, where the triangle is created by 3 lines that intersect at the angles indicated, the measure of angle q =?

F. 45°
H. 70°
K. 115°

G. 65°
J. 110°



PRACTICE TEST - II

10 Minutes – 10 Questions

Directions:

Solve each of the problems in the time allowed, then fill in the corresponding bubble next to your answer choices. Do not spend too much time on any one problem, skip the more difficult problems and go back to them later. You may use a calculator on this test. For this test you should assume that the figures are NOT necessarily drawn to scale, that all geometric figures lie in a plane, and that the word line is used to indicate a straight line.

1. $(\sqrt{2} - 6)(\sqrt{2} - 4) = ?$
A. $10\sqrt{2} - 22$
B. $12\sqrt{2} + 24$
C. $24 - \sqrt{2}$
D. $26 - 10\sqrt{2}$
E. $10 - 11\sqrt{2}$

2. For all real numbers x and y , $(x - 3y)^2 = ?$
F. $2x - 6y$
G. $x^2 - 6xy + 9y^2$
H. $x^2 - 9y^2$
J. $x^2 - 9x^2y^2 - 9y^2$
K. $x^2 + 6xy + 9y$

3. If x is an odd integer greater than 5, what is the next greater odd integer in terms of x ?
A. $x + 2$
B. $x + 3$
C. $x + 5$
D. $3x$
E. x^2

4. Which of the following has the same graph as $x + 8y = 3$?
F. $3x + 11y = 6$
G. $2x + 10y = 5$
H. $3x + y = 8$
J. $3x + 24y = 9$
K. $x - 8y = -3$

5. If x is an odd integer greater than 5, what is the next greater odd integer in terms of x ?
- A. 24 B. 18
C. 12 D. 9
E. 6
6. In the figure below, the 2 intersecting lines QS and PT form triangles PRQ and SRT . Lines PQ and ST are parallel. If angle P is 25° and angle S is 45° , what is the measure of angle T ?
- F. 25° G. 45°
H. 55° J. 75°
K. 110° ?
-
7. Carrie has \$7 less than does her brother, Steve, who has d dollars. Carrie does not spend any money and earns \$3. Which of the following is an expression for the amount of money, in dollars, that Carrie has?
- A. $(d - 7) + 2$ B. $d + 4$
C. $d - (7 + 3)$ D. $d - 4$
E. $d - 7$
8. If $0.2a + 1.8 = a - 2.2$, then $a = ?$
- F. 4 G. 5
H. 8 J. 12
K. 20
9. Of the following, which is the smallest integer, x , satisfying the condition that $-\sqrt{8+x}$ is negative?
- A. 2 B. 3
C. 4 D. 5
E. 6

10. Jennifer cut a ribbon 30 inches long into 2 pieces. The ratio of the lengths of the 2 pieces is 2:3. What is the length, to the nearest inch, of the longer piece?
- F. 5 G. 6
H. 12 J. 15
K. 18



PRACTICE TEST - III

10 Minutes – 10 Questions

Directions:

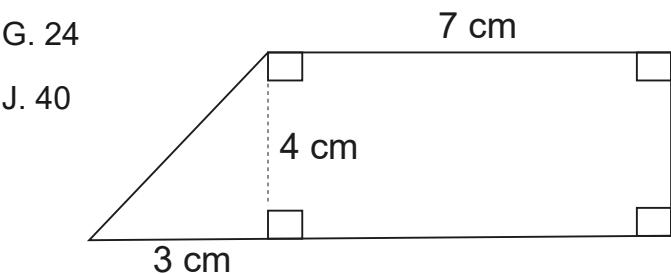
Solve each of the problems in the time allowed, then fill in the corresponding bubble next to your answer choices. Do not spend too much time on any one problem, skip the more difficult problems and go back to them later. You may use a calculator on this test. For this test you should assume that the figures are NOT necessarily drawn to scale, that all geometric figures lie in a plane, and that the word line is used to indicate a straight line.

1. A circle has an area of 49π . What is the diameter of the circle?

- A. 7 B. 14
C. 24.5 D. 49
E. 153

2. What is the area, in square centimeters, of the figure shown below?

- F. 21 G. 24
H. 34 J. 40
K. 84

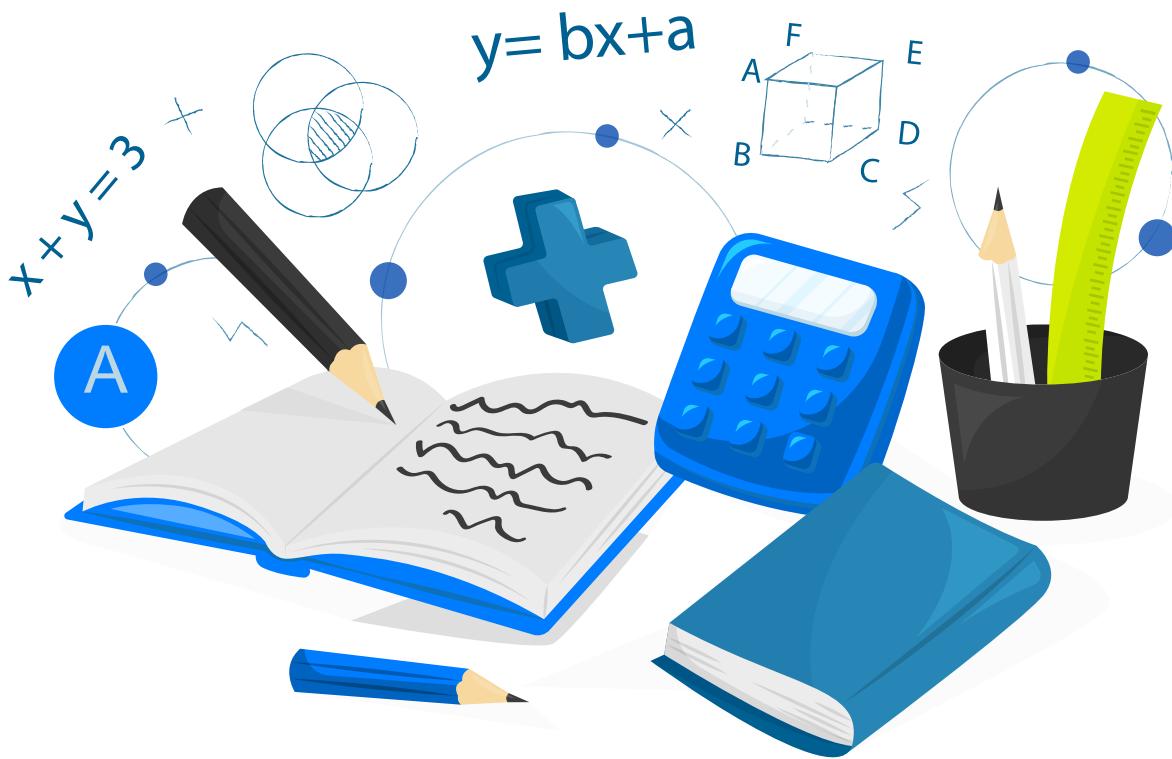


3. For all positive a, b, and c, $\frac{3a^2b^4c^2}{2^4ac^2} = ?$

- A. $\frac{3a^3b^4}{4}$ B. $\frac{12a^3}{b^4}$
C. $\frac{3ac^4}{b^4}$ D. $\frac{12ac^4}{b^4}$
E. $\frac{12a^4c}{b^2}$

4. If $\frac{3\sqrt{7}}{7} = \frac{3\sqrt{7}}{x\sqrt{7}}$ is true, then $x = ?$
- F. 49 G. 21
H. 7 J. $\sqrt{7}$
K. 1
5. Which of the following gives the complete solution for the quadratic equation $3x^2 = 4x$?
- A. $x = 3$ or $x = \frac{3}{4}$ B. $x = -3$ or $x = -4$
C. $x = 0$ or $x = \frac{3}{4}$ D. $x = 0$ or $x = \frac{4}{3}$
E. $x = \frac{3}{4}$ or $x = \frac{3}{4}$
6. In the standard (x, y) coordinate plane, what is the slope of a line containing the points $(3, -8)$ and $(4, 7)$?
- F. $-\frac{3}{15}$ G. -1
H. $\frac{3}{7}$ J. 7
K. 15
7. In the standard (x, y) coordinate plane, which of the following is an equation of the circle with a center located at $(2, -7)$ and a radius of 5?
- A. $(x + 2)^2 + (y - 7)^2 = 25$ B. $(x - 2)^2 + (y + 7)^2 = 25$
C. $(x - 2) + (y + 7) = 5$ D. $(x - 7)^2 + (y + 2)^2 = 25$
E. $x^2 + y^2 = 25$
8. If $8x^2 - 8x - 6 = (ax - 3)(4x + a)$, what is the value of a ?
- F. -2 G. 1
H. 2 J. 3
K. 4

9. Which of the following is the slope-intercept form of a line that is perpendicular to $y = -\frac{1}{4}x + 1$ in the standard (x, y) coordinate plane and that also contains the point $(0, -5)$?
- A. $y = 4x - 5$ B. $y = -\frac{1}{4}x$
C. $y = 4x + 5$ D. $y = -\frac{4}{3}x - 5$
E. $y = -5x + 4$
10. When baking cookies, the quantity of flour needed is a constant proportion of the number of cookies being made. If 24 cookies require 2 cups of flour, how many cups of flour will 60 cookies require?
- F. 2 G. $2\frac{1}{4}$
H. 3 J. $4\frac{1}{4}$
K. 5



PRACTICE TEST - IV

10 Minutes – 10 Questions

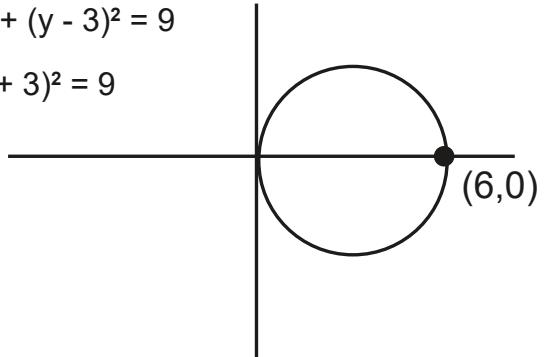
Directions:

Solve each of the problems in the time allowed, then fill in the corresponding bubble next to your answer choices. Do not spend too much time on any one problem, skip the more difficult problems and go back to them later. You may use a calculator on this test. For this test you should assume that the figures are NOT necessarily drawn to scale, that all geometric figures lie in a plane, and that the word line is used to indicate a straight line.

1. What value of p will satisfy the equation $0.1(p + 1,800) = p$?
A. 2,000 B. 1,620
C. 800 D. 200
E. 180

2. Which of the following is an equation of the circle shown below?
F. $(x - 3)^2 + y^2 = 9$ G. $(x - 6)^2 + (y - 3)^2 = 9$
H. $x^2 - (y - 6)^2 = 3$ J. $x^2 + (y + 3)^2 = 9$
K. $(x - 3)^2 + (y - 3)^2 = 9$

3. Which of the following is the solution statement for the inequality $x + 2(5 - x) \leq 2x + 3$?
A. $x \leq -7$ B. $x \geq \frac{7}{3}$
C. $x \geq 3$ D. $x \leq \frac{7}{3}$
E. $x \geq 0$



4. $(4a^4)^4$ is equivalent to:

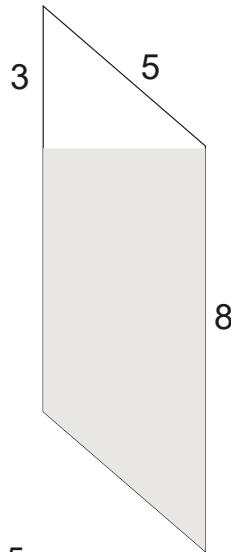
F. a
H. $16a^8$
K. $256a^{16}$

G. $4a^4$
J. $256a^8$

5. Given the parallelogram below, what is the area of the shaded region?

A. 24
C. 32
E. 40

B. 26
D. 38



6. What is the only possible solution for x in the equation $\frac{3}{4}x - \frac{3}{8} = \frac{1}{4} + \frac{5}{8}x$?

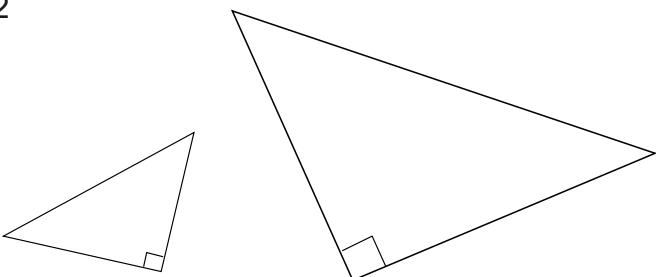
F. $\frac{1}{8}$
H. 3
K. 5

G. $\frac{5}{8}$
J. $\frac{8}{5}$

7. Two similar isosceles right triangles are shown below. The hypotenuse of the smaller triangle is $2\sqrt{2}$ cm. If the perimeter of the larger triangle is twice that of the smaller triangle, what is the length, in centimeters, of each of the 2 congruent legs of the larger triangle?

A. 2
C. $4\sqrt{2}$
E. $\sqrt{2}$

B. $2\sqrt{2}$
D. 4

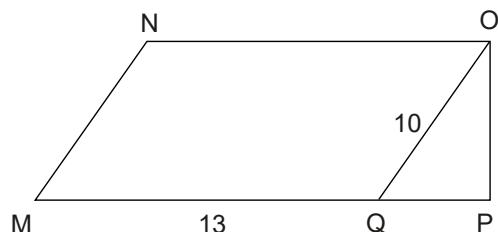


8. In the figure below, MNOQ is a parallelogram and OPQ is a right triangle. The side lengths shown are in centimeters. What is the area, in square centimeters, of figure MNOP?

F. 104
H. 136
K. 208

G. 128

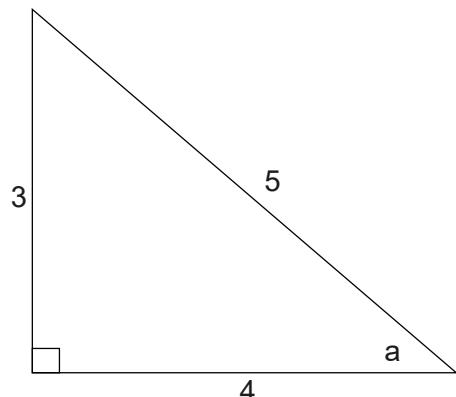
J. 190



9. In the triangle below, $\sin a = ?$

A. $\frac{3}{5}$
C. $\frac{4}{5}$
E. $\frac{4}{3}$

B. $\frac{3}{4}$
D. $\frac{5}{4}$



10. If $x = -3$ and $x = 5$ are solutions to the equation $(x + m)(x + n) = 0$, then $m + n = ?$

F. -15
H. -2
K. 8

G. -8
J. 2



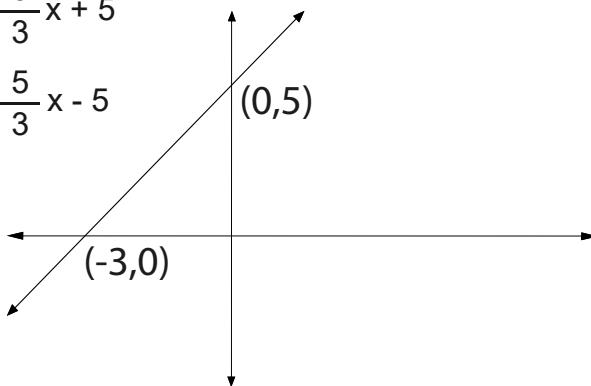
PRACTICE TEST - V

10 Minutes – 10 Questions

Directions:

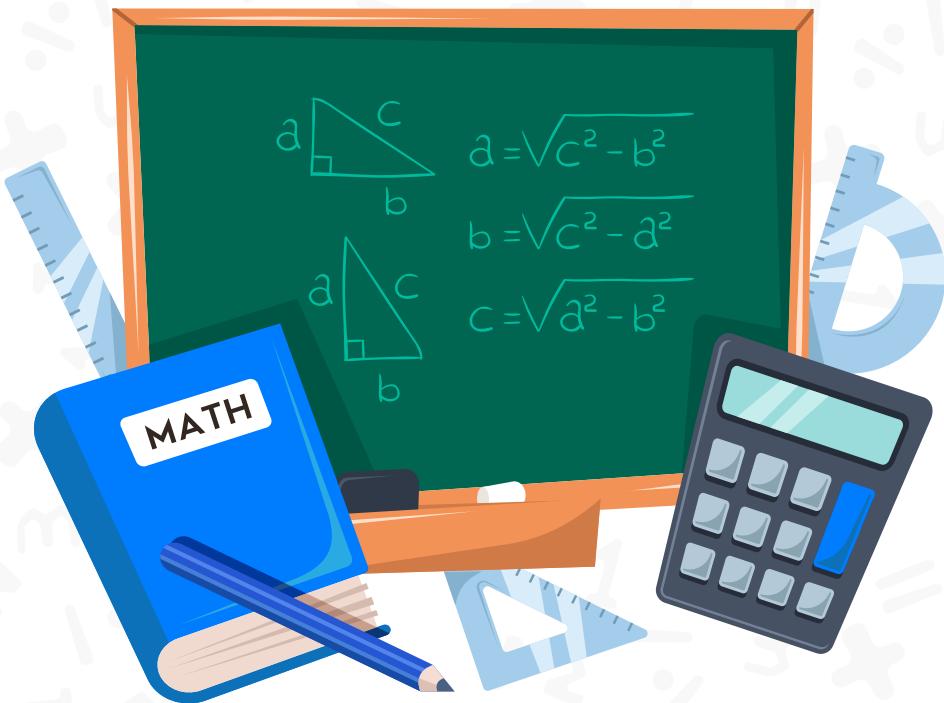
Solve each of the problems in the time allowed, then fill in the corresponding bubble next to your answer choices. Do not spend too much time on any one problem, skip the more difficult problems and go back to them later. You may use a calculator on this test. For this test you should assume that the figures are NOT necessarily drawn to scale, that all geometric figures lie in a plane, and that the word line is used to indicate a straight line.

1. What is the x-coordinate if $(x, 5)$ is on a line that passes through $(-2, -1)$ and $(2, 2)$ in the standard (x, y) coordinate plane?
A. -3 B. 4
C. 5 D. 6
E. 7
2. If $\cos B = \frac{15}{17}$ and the $\sin B = \frac{8}{17}$, then $\tan B = ?$
F. $\frac{8}{15}$ G. $\frac{25}{17}$
H. $\frac{15}{8}$ J. $\frac{17}{15}$
K. $\frac{25}{15}$
3. Which of the following expressions is illustrated in the (x, y) coordinate plane below?
A. $y = \frac{5}{3}x + 5$ B. $y = -\frac{5}{3}x + 5$
C. $y = \frac{3}{5}x - 5$ D. $y = -\frac{5}{3}x - 5$
E. $5y - 3x = 0$



4. The non-common rays of 2 adjacent angles form a straight angle. The measure of one angle is twice the measure of the other angle. What is the measure of the smaller angle?
- F. 45° G. 55°
H. 60° J. 65°
K. 90°
5. How many 3-letter orderings, where no letter is repeated, can be made using the letters of the word PONIES?
- A. 6 B. 18
C. 30 D. 120
E. 216
6. Each side of a certain cube has a length of 5 centimeters. What is the volume of the cube, in cubic centimeters?
- F. 3^5 G. 4^3
H. 5^3 J. 5^4
K. 6^3
7. What is the distance, in coordinate units, between $3 + 6i$ and $-2 + 3i$ in the complex plane?
- A. 4 B. 9
C. $\sqrt{13}$ D. $\sqrt{34}$
E. $\sqrt{65}$
8. Which of the following is a perfect square trinomial?
- F. $4x^2 + 12x + 9$ G. $9x^2 + 6x + 10$
H. $2x^2 + 4x + 16$ J. $9x^2 - 10$
K. $4x^2 + 16x + 4$

9. Assuming both p and q are negative integers, if $p = 2q$, which of the following must be a rational number?
I. $p + q$ II. $\frac{p}{q}$ III. $\frac{q}{p}$
- A. I only B. II only
C. III only D. II and III only
E. I, II, and III
10. If a and b are positive rational numbers such that $a^{2b} = 3$, then $a^{6b} = ?$
- F. 27 G. 18
H. 12 J. 9
K. 6



PRACTICE TEST - VI

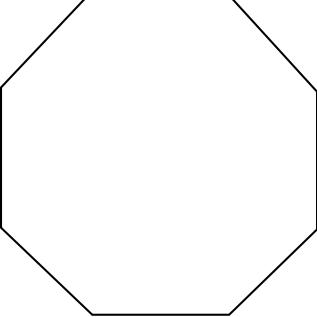
10 Minutes – 10 Questions

Directions:

Solve each of the problems in the time allowed, then fill in the corresponding bubble next to your answer choices. Do not spend too much time on any one problem, skip the more difficult problems and go back to them later. You may use a calculator on this test. For this test you should assume that the figures are NOT necessarily drawn to scale, that all geometric figures lie in a plane, and that the word line is used to indicate a straight line.

1. If $s = 19 - (5 + r)^3$, for what real value of r will s have its maximum value?
A. 19 B. 5
C. 1 D. -5
E. -19

2. The figure below is a regular octagon. What is the measure of 1 of the interior angles of the octagon?
F. 45° G. 60°
H. 90° J. 120°
K. 135°


3. The solution set for the equation $2^{x^2+1} = 1$ contains:
A. 2 imaginary numbers. B. 2 positive real numbers.
C. 1 negative and 1 positive real number. D. 1 negative real number only.
E. 1 real number, which is 0.

4. In the figure below, lines a and b are parallel and angle measures are as marked. If it can be determined, what is the value of x ?

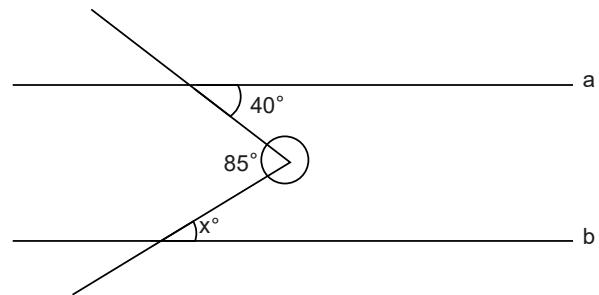
F. 40

H. 50

K. Cannot be determined from the given information

G. 45

J. 85



9. Which of the following is (are) equivalent to the mathematical operation $a(b + c)$ for all real numbers a , b , and c ? I. $ca + ba$ II. $ab + ac$ III. $(b + c)a$

A. I only

B. II only

C. III only

D. I and II only

E. I, II, and III

6. For values of x where $\sin x$, $\cos x$, and $\tan x$ are all defined, $\frac{(\tan x)}{(\sin x)(\cos x)} = ?$

F. $\frac{1}{\cos^2 x}$

G. $\cot x$

H. 1

J. $\sin^2 x$

K. $\sec x$

7. What is the solution set for the equation $|x^3| = -x^3$?

A. All real numbers

B. All $x \geq 0$

C. All $x \leq 0$

D. All odd numbers

E. Only $x = 1$



MATHEMATICS PRACTICE TESTS ANSWER & Explanation



Solution to Practice Test - I

1. The correct answer is D.

Explanation:

According to information in the problem, a vehicle must be at most 1,500 pounds to cross the bridge. This means that a vehicle can weigh 1,500 pounds, but it cannot weigh more than 1,500 pounds. Express this mathematically as follows: weight (w) \leq 1,500.

2. The correct answer is H.

Explanation:

This problem requires you to find the smallest number into which 2, 6, and 9 all go. Eliminate answer choice G, because 17 is an odd number and cannot be a multiple of 2. Next, because you are asked to find the smallest multiple, try the remaining answer choices in order from smallest to largest:

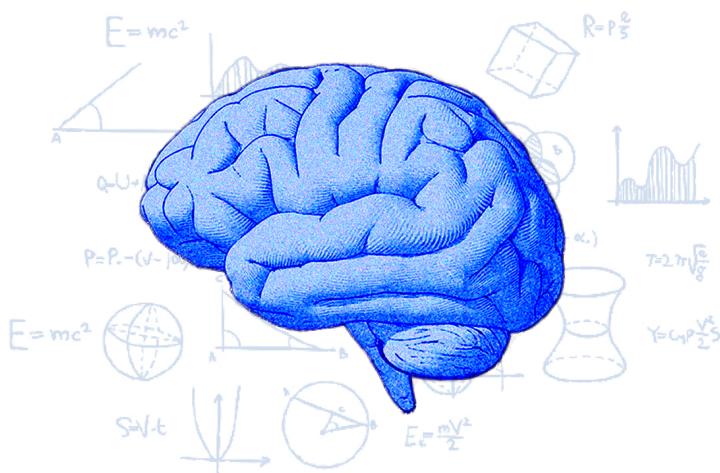
9 does not go into 12, so eliminate answer choice F.

$2 \times 9 = 18$, and $6 \times 3 = 18$, so 18 is the smallest positive integer that is a multiple of 2, 6, and 9.

3. The correct answer is E.

Explanation:

Anytime that you have zero in the denominator, the expression is undefined. Therefore, one number that CANNOT be zero is u , which is in the denominator. Likewise, when you multiply any number by 0, the result is 0, so z CANNOT be zero.



4. The correct answer is H.

Explanation:

The first step in solving this problem is to calculate the percentage of residents who DO have a white house. Set up a proportion:

648 is to 2,160 as x% is to 100%

$$\frac{648}{2,160} = \frac{x}{100}$$

Cross-multiply and solve for x:

$$2,160x = 64,800$$

$$x = 30$$

30% of the residents have a white house. Therefore, 100%-30%, or 70% of the residents DO NOT have a white house.

5. The correct answer is D.

Explanation:

To solve this problem, substitute -1 for q and 3 for s wherever those variables appear in the expression:

$$\frac{(q-s)}{3q} = \frac{(-1-3)}{3(-1)} = \frac{-4}{-3} = \frac{4}{3}$$

6. The correct answer is F.

Explanation:

You can factor 6 out of $(6p + 60)$ so that it is equal to $6(p+10)$. Dividing $6(p + 10)$ by 6 results in $p + 10$.

7. The correct answer is B.

Explanation:

Line s is a transversal that cuts the parallel lines, p and q. When a transversal cuts 2 parallel lines, all corresponding angles created have the same measurement. $\angle m$ corresponds with $\angle n$, because they are alternate interior angles, they have the same measurement. Since you are given that $m + n = 230^\circ$, both $\angle m$ and $\angle n$ must equal $230^\circ \div 2$, or 115° . There are 180° in a straight line. Therefore, if $\angle m$ is 115° , then $\angle o$ must be $180^\circ - 115^\circ$, or 65° .

8. The correct answer is G.

Explanation:

You are given the equation for the volume of a cylinder, and you are given the lengths of the 2 variables. Simply plug these values into the equation and solve:

$$\text{Volume} = \pi r^2 h$$

$$\text{Volume} = \pi(2)^2(5)$$

$$\text{Volume} = \pi(4)(5)$$

$$\text{Volume} = \pi 20, \text{ or } 20\pi$$

9. The correct answer is C.

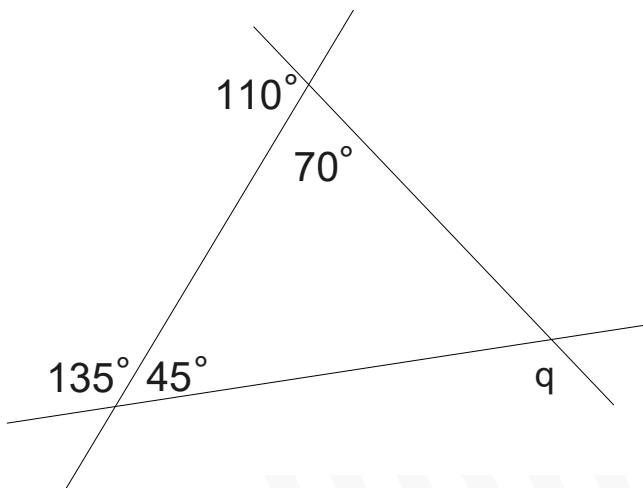
Explanation:

The absolute value of a number is the numerical value of a real number without regard to its sign. In order to solve this problem, you must first substitute the number 7 for the x in $|4 - x|$, so that you get $|4 - 7|$. Then, perform the operation within the vertical lines, so that you get $| - 3 |$. Since you must disregard the negative sign in order to determine absolute value, you know that the absolute value of $| - 3 |$ is 3.

10. The correct answer is K.

Explanation:

The first step in solving this problem is to recognize that the angles adjacent to the 110° and 135° angles are complementary to 110° and 135° . This means that, when added together, 110° and the angle adjacent to it must equal 180° , and 135° and the angle adjacent to it must equal 180° . So, the angle adjacent to 110° must equal 70° , and the angle adjacent to 135° must equal 45° . Fill in the measurements on the diagram as shown:



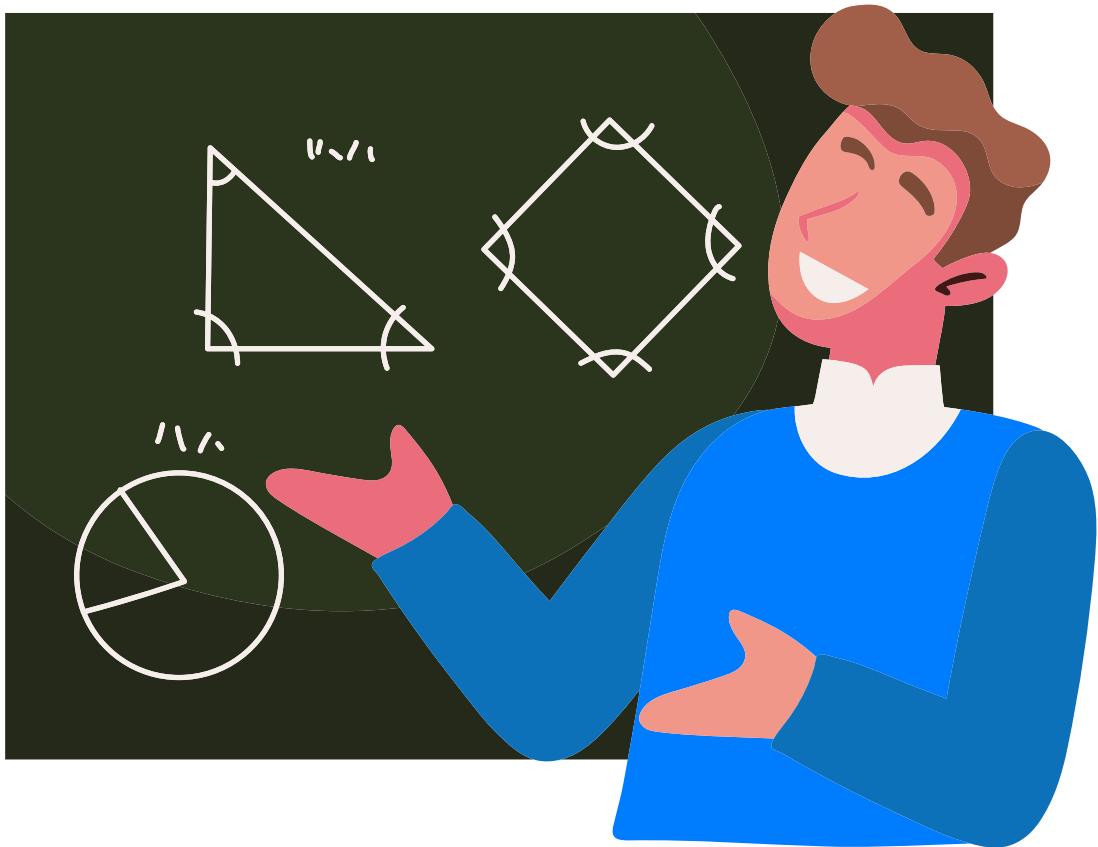
The sum of the interior angles of any triangle is 180° . so $70^\circ + 45^\circ + \text{the measure of the third angle } x = 180^\circ$. To find the measure of the third angle:

$$70 + 45 + x = 180$$

$$115 + x = 180$$

$$x = 65$$

The angle adjacent to angle q is 65° , which means that angle q must be $180^\circ - 65^\circ$, or 115° .



Solution to Practice Test - II

1. The correct answer is D.

Explanation:

Use the FOIL method to solve this equation. Multiply the First terms, then the Outside terms, then the Inside terms, then the Last terms, as follows:

$$(\sqrt{2} - 6)(\sqrt{2} - 4) =$$

First terms: $(\sqrt{2})(\sqrt{2}) = 2$

Outside terms: $(\sqrt{2})(-4) = -4\sqrt{2}$

Inside terms: $(\sqrt{2})(-6) = -6\sqrt{2}$

Last terms: $(-6)(-4) = 24$

Now, add like terms together:

$$2 + 24 + (-4\sqrt{2}) + (-6\sqrt{2})$$

$$= 26 - 10\sqrt{2}$$

2. The correct answer is G.

Explanation:

Use the FOIL method to solve this equation. Multiply the First terms, then the Outside terms, then the Inside terms, then the Last terms, as follows:

$$(x - 3y)^2 = (x - 3y)(x - 3y)$$

First terms: $(x)(x) = x^2$

Outside terms: $(x)(-3y) = -3xy$

Inside terms: $(-3y)(x) = -3xy$

Last terms: $(-3y)(-3y) = 9y^2$

Now, add like terms together:

$$x^2 + (-3xy) + (-3xy) + 9y^2$$

$$= x^2 - 6xy + 9y^2$$

3. The correct answer is A.

Explanation:

Because you are looking for an odd integer, a good way to solve this problem is to pick a value for x , and try the answer choices to see which one yields an odd integer. You are given that x is an odd integer greater than 5, pick 7 as your substitute:

Answer choice A:

$x + 2 = 7 + 2 = 9$; $x + 2$ yields an odd integer, so answer choice A could be correct.

Answer choice B:

$x + 3 = 7 + 3 = 10$; eliminate answer choice B.

Answer choice C:

$x + 5 = 7 + 5 = 12$; eliminate answer choice C.

Answer choice D:

$3x = 3(7) = 21$; while this is an odd integer, 21 is greater than 9, so answer choice D is not correct (remember, you're looking for the next greater odd integer).

Answer choice E:

$x^2 = 7^2 = 49$; again, while this is an odd integer, it is greater than 9, which means that answer choice A must be correct.

If you remembered that the sum of an even and an odd number is always odd, you could have quickly recognized that answer choice A is correct.

4. The correct answer is J.

Explanation:

In order to solve this problem, you must put the equations into the standard form, $y = mx + b$. The equation in the problem is equivalent to $y = \frac{-x}{8} + \frac{3}{8}$. Convert the answer choices into the standard form:

F:

$$3x + 11y = 6; 11y = -3x + 6; y = \frac{-3}{11}x + \frac{6}{11}$$

G:

$$2x + 10y = 5; 10y = -2x + 5; y = \frac{-2}{10}x + \frac{5}{10}; y = \frac{-1}{5}x + 2$$

H:

$$3x + y = 8; y = -3x + 8$$

J:

$$3x + 24y = 9; 24y = -3x + 9; y = \frac{-3x}{24} + \frac{9}{24}; y = \frac{-1}{8}x + \frac{3}{8}$$

Answer choice J, when simplified, is the same equation as the one given in the problem, so this choice is correct.

5. The correct answer is B.

Explanation:

To solve this problem, set up an equation. The combined age is 24, which means that Anne's age plus Kyle's age equals 24. Solve for Anne's age:

$$\text{Anne} + \text{Kyle} = 24$$

$$\text{Anne} = 3 \text{ (Kyle)}$$

$$3(\text{Kyle}) + \text{Kyle} = 24$$

$$4(\text{Kyle}) = 24$$

$$\text{Kyle} = \frac{24}{4} = 6$$

Anne is 6×3 , or 18 year old.

6. The correct answer is F.

Explanation:

Lines PQ and ST are 2 parallel lines cut by transversals. This means that the angles created have special relationships. For example, opposite interior angles are congruent that is, they have the same measurement. So, angle P is congruent to angle T, which means that the measure of angle T must also be 25° , answer choice F.

7. The correct answer is D.

Explanation:

If Carrie has seven dollars less than her brother, who has d dollars, then Carrie has $d - 7$ dollars. If she does not spend any money and earns three dollars, Carrie then has $d - 7 + 3$ dollars, or $d - 4$ dollars.

8. The correct answer is G.

Explanation:

Solve for a by isolating a on the left side of the equation. Be careful to line up the decimal points:

$$0.2a + 1.8 = a - 2.2$$

$$0.2a - a = -2.2 - 1.8$$

$$a \text{ is equivalent to } 1.0 \text{ } a; 1.0 - 0.2 = .8$$

$$-0.8a = -4.0$$

$$a = -\frac{-4.0}{-8.0} = 5$$

9. The correct answer is A.

Explanation:

The best way to solve this problem is to substitute the answer choices for x and solve until you get a negative number. Since the question asks you for the smallest integer, start with the smallest answer choice:

$$-\sqrt{8+2} = -\sqrt{4 \times \sqrt{2}} + 2 = -2\sqrt{2} + 2$$

$$-2(1.41) + 2 = -2.82 + 2 = -0.82$$

The smallest integer, x , that will result in a negative value is 2, answer choice A. Test this by trying the remaining choices.

10. The correct answer is K.

Explanation:

To solve this problem, you could recognize that, if the ratio of the pieces is 2:3, then the larger piece will be equal to $\frac{3}{5}$ of the total length. This is true because the part to part ratio is 2:3, so the part to whole ratios must be equal to 2:5 and 3:5. Solve for $\frac{3}{5}$ of 30:

$$30 \times \frac{3}{5} = x$$

$$30 \times 3 = 5x$$

$$90 = 5x$$

$$18 = x$$



Solution to Practice Test - III

1. The correct answer is B.

Explanation:

The formula for the area of a circle is πr^2 . Since the area is given as $49\pi r^2$ must equal 49, and r must equal 7. The diameter is equal to twice the radius, so the diameter equals $2(7)$, or 14.

2. The correct answer is H.

Explanation:

The first step in solving this problem is to recognize that the figure is made up of a right triangle and a rectangle. Calculate the area of each separate figure, then add the results to area of the entire figure:

$$\text{Area of a triangle} = \frac{1}{2}(bh)$$

$$\text{Area} = \frac{1}{2}(3 \times 4)$$

$$\text{Area} = \frac{1}{2}(12) = 6$$

The area of the triangle is 6.

$$\text{Area of a rectangle} = l \times w$$

$$\text{Area} = 7 \times 4 = 28$$

The area of the rectangle is 28. Therefore, the area of the figure shown is $6 + 28$, or 34.

3. The correct answer is D.

Explanation:

The question asks you to reduce the equation into simpler terms. Since there are 3 variables, a , b , and c , begin simplifying the a , s first, then the b , s , and finally the c , s . When multiplying like coefficients with exponents, add the exponents. When dividing like coefficients with exponents, subtract the exponents. Consider the following:

$$\frac{3a^2b^4c^2}{2^2ac^2} = \frac{3ab^4c^2}{2^2c^2} = \left(\frac{1}{2^2}\right)\left(\frac{1}{c^2}\right)$$

$$\frac{\frac{3ab^4c^4}{1}}{4} = 4(3ab^4c^4)$$

$$4\left(\frac{3ac^4}{b^4}\right) = \frac{12ac^4}{b^4}$$

4. The correct answer is J.

Explanation:

To solve this problem, cross-multiply and solve for x, as follows:

$$\left(\frac{3\sqrt{7}}{7}\right) = \left(\frac{3\sqrt{7}}{x\sqrt{7}}\right)$$

$$21\sqrt{7} = 3x(7)$$

$$21\sqrt{7} = 21x$$

$$\sqrt{7} = x$$

5. The correct answer is D.

Explanation:

The first step in solving this problem is to rearrange the terms and set the equation equal to 0:

$$3x^2 - 4x = 0$$

The next step is to factor the common value, x, from each of the terms:

$$x(3x - 4) = 0$$

x = 0, and 3x - 4 = 0; solve for x.

$$3x = 4$$

$$x = \frac{4}{3}$$

Therefore, the solutions for x are 0 or $\frac{4}{3}$.

6. The correct answer is K.

Explanation:

The slope of a line measures the steepness of a line, and can be calculated $\frac{(y_1 - y_2)}{(x_1 - x_2)}$. Two points on the line are given: (3, -8) and (4, 7). Their values are -8 and 7, so the change in y is (-8 - 7), or -15. The x values are 3 and 4, so the change in x is (3 - 4), or -1. The slope is -15 over -1, or 15.

7. The correct answer is B.

Explanation:

A circle centered at (a, b) with a radius r has the equation $(x - a)^2 + (y - b)^2 = r^2$. Plug the information given in the question into the equation:

$$(x - 2)^2 + (y - 7)^2 = 5^2$$

$$(x - 2)^2 + (y + 7)^2 = 25$$

8. The correct answer is H.

Explanation:

The key to solving this problem is to recognize that $8x^2 - 8x - 6$ can be factored, as follows:

$$8x^2 - 8x - 6 = (2x - 3)(4x + 2)$$

So, $(2x - 3)(4x + 2) = (ax - 3)(4x + a)$. Therefore, a must equal 2.

9. The correct answer is A.

Explanation:

The slope-intercept form of a line is $y = mx + b$, where m is the slope and b is the y-intercept. By definition, a line perpendicular to any given line will have a slope equal to the negative reciprocal of the given line. Since the slope of the given line is $-\frac{1}{4}$, a line perpendicular to the given line will have a slope of 4. Eliminate answer choices B, D, and E, because they do not have a slope of 4. You are given that another point on the line is (0, -5). This means, that when $x = 0$, $y = -5$; by definition, therefore, -5 is the y-intercept. So the slope-intercept form of the line in the question is $y = 4x - 5$.

10. The correct answer is K.

Explanation:

To solve this problem, set up a proportion showing the relationship between the quantity of flour and the number of cookies.

24 cookies is to 60 cookies as 2 cups of flour is to x cups of flour.

$$\frac{24}{60} = \frac{2}{x}; \text{ solve for } x$$

$$24x = 120; x = 5$$



Solution to Practice Test - IV

1. The correct answer is D.

Explanation:

One way to solve this problem is to substitute in the answer choices for the first p-value and solve the equation. Start with the answer choice in the middle, answer choice C. Since you are multiplying by a decimal, if substituting answer choice C into the equation yields a result that is too small, you can eliminate any answer choices that are greater than answer choice C:

$$0.1(800 + 1,800) = 0.1(2,600) = 260; 260 \text{ is smaller than } 800.$$

Now you can eliminate answer choices A, B, and C. Try answer choice D:

$$0.1(200 + 1,800) = 200; 200 = 200, \text{ so answer choice D is correct.}$$

2. The correct answer is F.

Explanation:

The formula of a circle is $(x - a)^2 + (y - b)^2 = r^2$, where (a, b) is the center of the circle, and r is the radius. The diagram shows one edge of the circle at $(6, 0)$, and the other at $(0, 0)$. The midpoint between 0 and 6 is 3, so the radius is 3 and the center of the circle is at point $(3, 0)$. Plug these values into the formula for a and b and the radius, 3, for r :

$$(x - 3)^2 + (y - 0)^2 = 3^2$$

$$(x - 3)^2 + y^2 = 9$$

3. The correct answer is B.

Explanation:

To find the solution for the given inequality, isolate x on the left side of the inequality:

$$x + 2(5 - x) \leq 2x + 3$$

$$x + 10 - 2x \leq 2x + 3$$

$$-x + 10 \leq 2x + 3$$

$$-3x \leq -7$$

Now, you need to divide both sides of the inequality by -3 ; remember to reverse the inequality

$$\text{sign: } x \geq \frac{7}{3}$$

4. The correct answer is K.

Explanation:

Remember that when you raise an exponent to another exponent, you must multiply the exponents. Therefore, the correct answer will include a^{16} . Only answer choice K includes the correct exponent value, so it must be correct. The complete mathematical solution is shown next:

$$(4a^4)^4 = 4^4a^{4 \times 4} = 256a^{16}$$

5. The correct answer is B.

Explanation:

The formula for the area of a parallelogram is base \times height. You will need to calculate the height by applying the Pythagorean Theorem: $a^2 + b^2 = c^2$. The unshaded region is a right triangle, so plug the given values into the Pythagorean Theorem:

$$3^2 + b^2 = 5^2$$

$$9 + b^2 = 25$$

$$b^2 = 16$$

$$b = 4$$

The height of the parallelogram is 4. The base is given as 8, so the area of the parallelogram is 4×8 , or 32. Now, calculate the area of the unshaded triangle and subtract it from the total area of the parallelogram.

The area of a triangle is $\frac{1}{2}(bh)$, where b is the base, and h is the height:

$$\begin{aligned} & \frac{1}{2}(3 \times 4) \\ &= \frac{1}{2}(12) = 6 \\ & \therefore 32 - 6 = 26 \end{aligned}$$

6. The correct answer is K.

Explanation:

This problem requires you to solve for x . Isolate x on the left side of the equation:

$$\frac{3}{4}x - \frac{3}{8} = \frac{1}{4} + \frac{5}{8}x$$

$$\frac{3}{4}x - \frac{5}{8}x = \frac{1}{4} + \frac{3}{8}$$

Now, find the lowest common denominator so that you can add and subtract the fractions. Since both 4 and 8 go into 8, 8 is the lowest common denominator:

$$\frac{3}{4}x = \frac{6}{8}x; \frac{1}{4} = \frac{2}{8}$$

$$\frac{6}{8}x - \frac{5}{8}x = \frac{2}{8} + \frac{3}{8}$$

$$\frac{1}{8}x = \frac{5}{8}$$

$$x = 8\frac{5}{8}$$

$$x = 5$$

7. The correct answer is D.

Explanation:

By definition, a right isosceles triangle has 2 sides of equal length and the hypotenuse is equal to $\sqrt{2}$ times the length of either of the sides. Therefore, the smaller isosceles triangle with a hypotenuse of $2\sqrt{2}$ cm has 2 sides with lengths both equal to 2 cm. To answer this question, you must recognize that similar triangles have the same shape and the same proportions. You are given that the larger, similar triangle has a perimeter 2 times the perimeter of the smaller triangle. Therefore, each side in the larger triangle must be 2 times the length of the corresponding side in the smaller triangle. Since the 2 equal sides of the smaller triangle are each 2 cm, the 2 equal sides of the larger triangle are each 4 cm.

8. The correct answer is G.

Explanation:

To solve this problem, you should calculate the area of the parallelogram and the area of the triangle, then add the results. The area of a parallelogram is equivalent to the base times the height. The area of a triangle is equivalent to $\frac{1}{2}(bh)$, where b is the base and h is the height. You will need to use the Pythagorean Theorem to calculate the height, which will be the same for both the parallelogram and the triangle.

$$a^2 + b^2 = c^2$$

$$6^2 + b^2 = 10^2$$

$$36 + b^2 = 100$$

$$b^2 = 64$$

$$b = 8$$

Now, plug the appropriate values into the equations:

$$\text{Parallelogram} = (b)(h) = (13)(8) = 104.$$

$$\text{Triangle} = \frac{1}{2} (b)(h) = \frac{1}{2} (6)(8) = \frac{1}{2} (48) = 24.$$

$$104 + 24 = 128$$

9. The correct answer is A.

Explanation:

By definition, the sine of any acute angle is calculated by dividing the length of the side opposite the acute angle by the hypotenuse $\sin = \frac{\text{opp}}{\text{hyp}}$. The length of the side opposite angle a is 3, and the length of the hypotenuse is 5. Therefore, $\sin a = \frac{3}{5}$.

10. The correct answer is H.

Explanation:

The first step in solving this problem is to solve each element of the equation for x .

$$(x + m) = 0$$

$$x = -n$$

$$(x + n) = 0$$

$$x = -n$$

Now, substitute the value of the solutions given in the equation for x in order to get the values for m and n :

$$x = -m; -3 = -m, \text{ so } m = 3$$

$$x = -n; 5 = -n, \text{ so } n = -5$$

Now add $m(3)$ to $n(-5)$:

$$3 + -5 = -2$$

Solution to Practice Test - V

- The correct answer is D.

Explanation:

The slope-intercept form of the equation for a line is $y = mx + b$, where m is the slope and b is the y -intercept. You can determine the slope of the line with the 2 points given in the question: $(-2, -1)$ and $(2, 2)$. By definition, the slope is equal to $\frac{(y_1 - y_2)}{(x_1 - x_2)}$:

$$\frac{-1-2}{-2-2} = \frac{-3}{-4} = \frac{3}{4}$$

The slope of the line is $\frac{3}{4}$. Use this value as m and 1 of the 2 points given in the question as x and y in the equation for a line. Solve for b :

$$2 = \frac{3}{4}(2) + b$$

$$2 = \frac{3}{2} + b$$

$$b = \frac{1}{2}$$

The equation of this line $y = \frac{3}{4}x + \frac{1}{2}$. The question asks you to determine what the value of x is when $y = 5$, so substitute 5 for y in the equation of the line and solve for x :

$$5 = \frac{3}{4}x + \frac{1}{2}$$

$$4\frac{1}{2} = \frac{3}{4}x$$

$$x = 6$$

When $y = 5$, $x = 6$.



2. The correct answer is F.

Explanation:

By definition, the tangent of any acute angle is $\frac{\sin}{\cos}$. $\sin B$ is given as $\frac{8}{17}$ and $\cos B$ is given as $\frac{15}{17}$.

Therefore, $\tan B = \frac{8}{17} \div \frac{15}{17}$. To divide fractions, multiply the numerator by the reciprocal of the denominator: $\frac{8}{17} \cdot \frac{17}{15}$; the 17s will cancel each other out, so $\tan B = \frac{8}{15}$.

3. The correct answer is A.

Explanation:

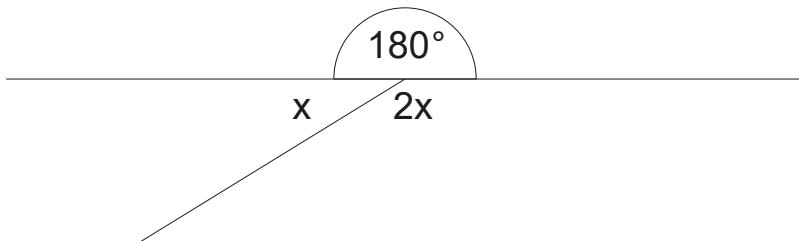
The first step in solving this problem is to recognize that you are looking for the equation of a line in the slope-intercept form, $y = mx + b$, where m is the slope and b is the y -intercept. Since the line shown intersects the y -axis at 5, the y -intercept must be 5. Eliminate answer choices C, D, and E. Since the line shown has a positive slope, answer choice A must be correct. You can calculate the slope as the change in y -values over the change in x -values:

$$\frac{5 - 0}{0 - (-3)} = \frac{5}{3}$$

4. The correct answer is H.

Explanation:

Two adjacent angles have one common ray. As in the picture below, the non-common rays form a straight angle (a line) which has a measure of 180° .



Given that the measure of one angle is twice ($2x$) that of the other angle (x), the total degree measure of the angles can be found by setting 180° equal to $3x$ ($180 = 3x$). Solve for x (the measure of the smaller angle) to get 60° .

5. The correct answer is D.

Explanation:

One way to solve this problem is to recognize that each of the 6 letters can be involved in 20 different 3-letter combinations. For example, when P is in the first position, and O is, in the second position, there are 4 possible 3-letter combinations (PON, POI, POE, and POS). Likewise, when P is in the first position, and N is in the second position, there are an additional 4 possible 3-letter combinations (PNO, PNI, PNE, and PNS). Therefore, because you cannot repeat a letter, each letter can be included in $5 \times 4 = 20$ different combinations; a total of 120 (6×20) 3-letter orderings can be made.

6. The correct answer is H.

Explanation:

The volume of a cube is calculated by multiplying the length by the width by the height ($l(w)(h)$). You are given that each side has a length of 5 centimeters, so the volume would be equivalent to $5 \cdot 5 \cdot 5$, or 5^3 .

7. The correct answer is A.

Explanation:

To answer this question, you should know that complex numbers are the sum of a real and an imaginary number, represented as $a + bi$. Using the complex plane, you can plot complex numbers similar to how you plot a coordinate on the (x, y) coordinate plane. To graph a complex number, $a + bi$, locate the real part, a , on the real axis (the x -axis), and move up or down to locate b , from the imaginary part, on the imaginary axis (the y -axis). Likewise, you can apply the Distance Formula to calculate the distance between two given points:

$$\sqrt{([x_2 - x_1]^2 + [y_2 - y_1]^2)}$$

You are given $3 + 6i$ and $-2 + 3i$, where the 3 and the -2 correspond to the values on the x -axis, and $6i$ and $3i$ correspond to values on the y -axis. Plug those points into the Distance Formula:

$$\sqrt{([-2] - [-3])^2 + ([-3] - [6])^2} = \sqrt{([-5])^2 + ([-3])^2} = \sqrt{(25+9i)^2}$$

Now, you need to recognize that $i^2 = -1$ and use substitution:

$$\sqrt{(25 + 9(-1))} = \sqrt{(25 - 9)} = 4$$

8. The correct answer is F.

Explanation:

By definition, in a perfect square trinomial the first and last terms are perfect squares, and the middle term is twice the product of the square roots of the first and last terms. Eliminate answer choices G and J because the last terms are not perfect squares. Eliminate choice H because the first term is not a perfect square. Look at the middle term in answer choices F and K; $12 = 2(2 \cdot 3)$, so answer choice F is a perfect square trinomial:

$$4x^2 + 12x + 9 = (2x + 3)(2x + 3)$$

9. The correct answer is E.

Explanation:

By definition, a rational number can be expressed as a ratio of 2 integers. Whole numbers are rational numbers, as are fractions and most decimal numbers. Since you are given that both p and q are negative integers, all of the operations represented by the roman numerals will result in rational numbers. Negative numbers can be rational; pick numbers that solve the equation given, to check this theory:

$$p = 2q$$

$$-6 = 2(-3); p = -6 \text{ and } q = -3$$

Now try the given operations using these values:

$$p + q = -6 + -3 = -9; \text{ this is a rational number.}$$

$$\frac{p}{q} - \frac{-6}{-3} = 2; \text{ this is a rational number.}$$

$$\frac{p}{q} - \frac{-3}{-6} = \frac{1}{2}; \text{ this is a rational number.}$$

10. The correct answer is F.

Explanation:

To solve this problem, first recognize the relationship between the exponents: $6b = 3(2b)$. Since $a^{2b} = 3$, then $a^{3(2b)} = 3^3$, which is 27.

Solution to Practice Test - VI

1. The correct answer is E.

Explanation:

For this problem, the best approach is to use the given equation and test the answer choices to see which yields the greatest value. Replace r with each of the values in the answer choices and solve the equations:

A. $s = 19 - (5 + 19)^3$

$$s = 19 - (24)^3$$

$$s = 19 - 13,824$$

$$s = -13,805$$

B. $s = 19 - (5 + 5)^3$

$$s = 19 - (10)^3$$

$$s = 19 - 1,000$$

$$s = -981$$

C. $s = 19 - (5 + 1)^3$

$$s = 19 - (6)^3$$

$$s = 19 - 216$$

$$s = -197$$

D. $s = 19 - (5 + -5)^3$

$$s = 19 - (0)^3$$

$$s = 19 - 0$$

$$s = 19$$

E. $s = 19 - (5 + -19)^3$

$$s = 19 - (-14)^3$$

$$s = 19 - (-2,774)$$

$$s = 2,793$$

Answer choice E yields the greatest, or maximum value.

2. The correct answer is K.

Explanation:

The sum of the interior angles of a regular octagon is $6(180^\circ)$, or $1,080^\circ$. Since all of the angles are the same, each interior angle is $\frac{1,080^\circ}{8} = 135^\circ$.

3. The correct answer is A.

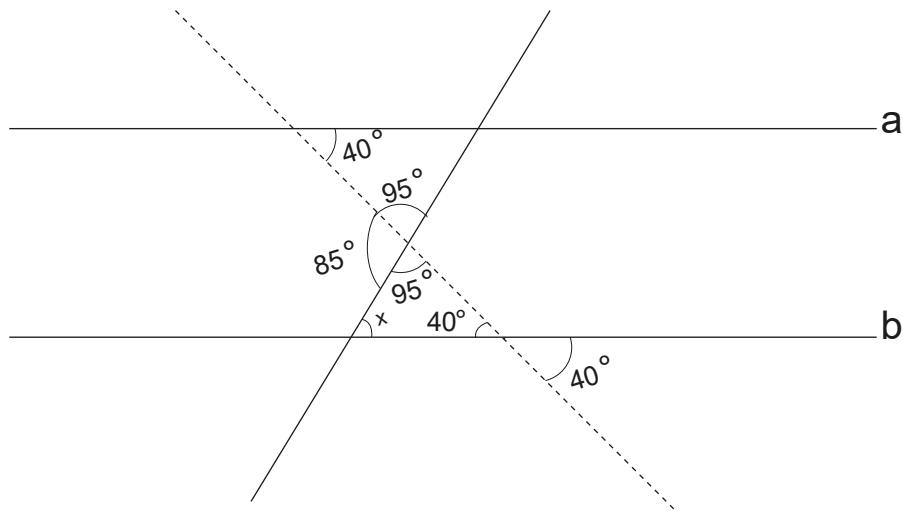
Explanation:

According to the rules of exponents, $x^0 = 1$, when x does not equal 0. Therefore, the exponent $x^2 + 1$ must equal 0, and x^2 must equal -1.

4. The correct answer is G.

Explanation:

To solve this problem, extend the transversals so that they cross the parallel lines again, as shown below:



Apply the rules regarding parallel lines cut by a transversal to fill in the angle measures. Because the total measure of the other 2 angles of the triangle created by extending the transversals is 135, the measure of angle x must be 45.

5. The correct answer is E.

Explanation:

This question tests your ability to recognize and apply the distributive property. According to the distributive property, for any numbers a , b , and c , $c(a + b) = ca + cb$. According to the distributive property, $a(b + c) =$

$ab + ac$ is equivalent to $ca + ba$, so roman numeral I is correct; eliminate answer choices B and C.

$ab + ac$, so roman numeral II is correct; eliminate answer choice A.

$(b + c)a$, so roman numeral III is also correct, eliminate answer choice D.

Since all of the operations are equivalent to $a(b + c)$, answer choice E is correct.

6. The correct answer is F.

Explanation:

By definition, the tangent of any angle is $\frac{\sin}{\cos}$. Therefore, $\frac{(\tan x)}{(\sin x \cos x)}$, simplified as $(\tan x) \cdot \left(\frac{1}{\sin x \cos x} \right)$ is equal to $\frac{\sin x}{\cos x} \cdot \left(\frac{1}{\sin x \cos x} \right)$. Multiply the fractions, first canceling the $\sin x$ from the numerator and denominator to get:

$$\frac{\sin}{\cos^2 x}$$

7. The correct answer is C.

Explanation:

The absolute value is always positive, so in order for the absolute value of x^3 to equal $-x^3$, x must be either a negative number or 0, answer choice C. If you cube a negative number, the result is always negative. So, if x were equal to -1, for example, the absolute value of x^3 would be $(-1)(-1)(-1)$, or 1. The value of $-x^3$ would also be 1, because $-(-1)^3$ is equivalent to 1^3 . Zero is an option as well, since 0 is neither negative nor positive, and 0 raised to any power is still 0.

8. The correct answer is F.

Explanation:

The best way to solve this problem is to substitute in the answer choices for c and factor the equation:

$$3x^2 + 2x - 1 = 0$$

$$(3x - 1)(x + 1) = 0$$

$$3x - 1 = 0; 3x = 1; x = \frac{1}{3}$$

$$x + 1 = 0; x = -1$$

Answer choice F gives you 2 real solutions for x . Testing the other answer choices will yield 2 distinct complex roots, not real roots.

9. The correct answer is E.

Explanation:

To answer this question, substitute the given values of x and y into the equation, as follows:

$$y = -2x^2 - 4$$

$$3a = -2(2)^2 - 4$$

Now solve for a :

$$3a = -2(2)^2 - 4$$

$$3a = -8 - 4$$

$$3a = -12$$

$$a = -4$$

10. The correct answer is H.

Explanation:

Let x = the number of 2-person tables and y = the number of 4-person tables. You are given that a total of 202 people attended the party and that there were 60 tables. This information can be expressed in the following system of equations:

$$x + y = 60$$

$$2x + 4y = 202$$

Because you are asked to solve for the number of 2-person tables (x), multiply the first equation by 4:

$$4(x + y) = 4(60)$$

$$4x + 4y = 240$$

Next, subtract the second equation from the first equation. This will eliminate y , and you will be able to solve for x :

$$4x + 4y = 240$$

$$2x + 4y = 202$$

$$\underline{2x + 0 = 38}, \text{ and } x = 19.$$

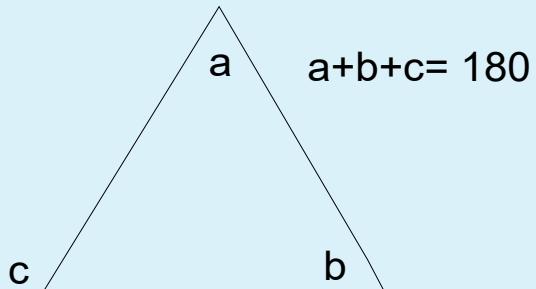
ACT FORMULAS & MATH RULES



Math Rules

Triangles

The inside of all triangles equal 180 degrees

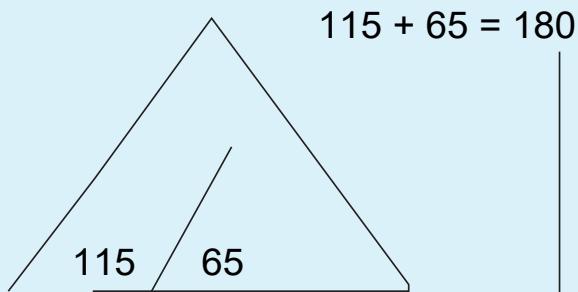


Straight Lines

All straight lines equal 180 degrees.

Supplementary Angles

Supplementary angles equal 180 degrees.



Note: The inside of ALL circles, squares, rectangles, trapezoids, parallelograms, and quadrilaterals equal 360 degrees.

Right Angles

All right angles equal 90 degrees.

Complimentary Angles

Complementary angles are to angles that add up to 90 degree.

Exterior Angles

Exterior angles of all regular polygons equal 360 degrees.

Perimeter

Add all sides of the shape.

Percent

A percentage should be converted to a decimal.

$$65\% = .65 \quad 8\% = .08$$

Prime Numbers

These numbers are only divisible by 1 and itself.

1, 2, 3, 5, 7, 11, etc.

Mode

The number that is repeated more often than any other.

Mean

The "average" of all numbers listed. Add all numbers and divide by how many numbers there are.

Median

This is the "middle" value or "middle" number when numbers are listed in numerical order from least to greatest. If two numbers are in the middle, get the average of the two numbers.

Range

The difference between the largest number and the smallest number. Just subtract the two numbers.

Adding and Subtracting Fractions

The fractions must have the same denominator before adding or subtracting. When working word problems, sometimes the fractions can be converted into decimals. This makes them easier to compute.

Dividing Fractions

Keep, Change, Flip!

Keep the first fraction, change division to multiplication, and flip the second fraction.

Multiplying Fractions

Multiply the numerator with the numerator. Multiply the denominator with the denominator. Don't forget to simplify.

Functions

$$f(x) = 2x^2 + 6x - 3$$

$$f(4) = 2(4)^2 + 6(4) - 3$$

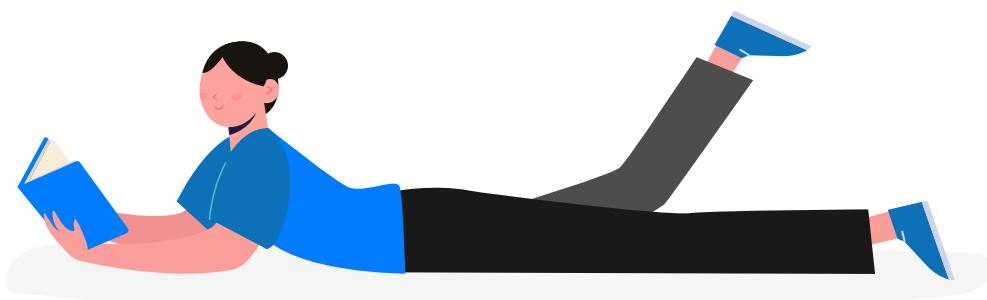
$$f(4) = 32 + 24 - 3$$

$$f(4) = 53$$

Logarithms

$$\log_2 8 = 3$$

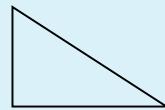
$$2^3 = 2 \times 2 \times 2 = 8$$



Common Math Formulas

Triangle

$$\text{Area} = \frac{1}{2} (\text{base} \times \text{height})$$



Square

$$\text{Area} = \text{side}^2$$

$$\text{Area} = \text{side} \times \text{side}$$

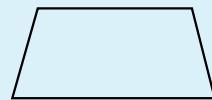


Rectangle

$$\text{Area} = \text{length} \times \text{width}$$

Trapezoid

$$\text{Area} = \frac{1}{2} (\text{base 1} + \text{base 2})h$$



Parallelogram

$$\text{Area} = \text{base} \times \text{height}$$

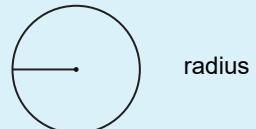
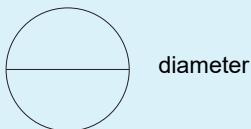


Circle

$$\text{Area} = \pi r^2$$

$$\text{Circumference} = 2\pi r$$

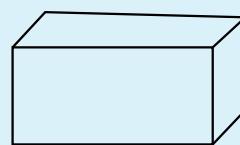
$$\text{Circumference} = \pi d$$



Rectangular Prism

$$\text{Volume} = \text{length} \times \text{width} \times \text{height}$$

$$\text{Surface Area} = 2(\text{length} \times \text{width}) + 2(\text{height} \times \text{width}) + 2(\text{length} \times \text{height})$$



Slope-Intercept Form

$$y = mx + b$$

where m = slope

and b = y -intercept

Slope

$$\text{Slope} = \frac{(y_1 - y_2)}{(x_1 - x_2)}$$

Where $x_2 \neq x_1$

Midpoint

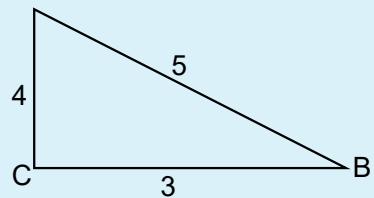
$$\text{Midpoint} = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Distance

$$\text{Distance} = \sqrt{([x_2 - x_1]^2 + [y_2 - y_1]^2)}$$

Pythagorean Theorem

$$a^2 + b^2 = c^2$$



Trigonometry Formula

$$\sin A = \frac{a}{b} = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{3}{5}$$

$$\cos A = \frac{b}{c} = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{4}{5}$$

$$\tan A = \frac{a}{b} = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{3}{4}$$

Note: SOH CAH TOA

Exponents

Exponent Rules

When **MULTIPLYING** with exponents,
ADD the exponents if the bases are the same.

When **DIVIDING, SUBTRACT** the exponents.

When **raising a power to another power, MULTIPLY** the exponents.

EXPANDED power rule. When raising items in parenthesis to a power, everything is raised to the power.

When raising anything to the **ZERO POWER**, it is equal to +1.

When raising anything to the **NEGATIVE power**, write the **RECIPROCAL** of the number.

More Exponent Examples

Examples

$$x^2 \times x^8 = x^{10}$$

$$2^2 \times 2^4 = 2^6 = 64$$

$$\frac{x^5}{x^3} = x^2$$

$$\frac{x^2y^5}{xy^3} = xy^2$$

$$(x^3)^2 = x^6$$

$$(3^2)^4 = 3^8 = 6,561$$

$$(x^2y^4)^3 = x^6y^{12}$$

$$144^0 = 1$$

$$(8^55^4)^0 = 1$$

Note: $(-12x^3y^5)^0 = 1$ $-(15x^4)^0 = 1$

$$5^{-5} = \frac{1}{5^2} = \frac{1}{25}$$

$$\frac{x^{-4}}{y^{-7}} = \frac{y^7}{x^4}$$

$$\frac{18x^5y^7}{22x^3y^8} = \frac{9x^2}{11y}$$

Factorials

Factorials

$n!$ is pronounced "n factorial"

If n is a positive integer, then $n!$ is multiplied by all integers smaller than n

Examples

$$0! = 1$$

$$1! = 1$$

$$2! = 2 \cdot 1 = 2$$

$$3! = 3 \cdot 2 \cdot 1 = 6$$

$$4! = 4 \cdot 3 \cdot 2 \cdot 1 = 24$$

$$5! = 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1 = 120$$

$$6! = 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1 = 720$$

Art of Translation

Wordy problems are very common on the ACT. These problems depend almost entirely on correct translation. If you can correctly turn the words into math, the math is pretty easy.

Here is a quick rundown of common terms and their math equivalents:

Word	Math Meaning
What, how much, a number	Some variable (x)
Is, was, equals	=
Sum, increase, more than, greater than	Add (+)
Subtract, less than, exceeds	Subtract (-)
Difference	Subtract(-)
Of, times	Multiply (\times)
Product	Multiply (\times)
Divisible by, divided by, out of, per	Divide (\div)
Percent (%)	Multiply by $\frac{1}{100}$

Math Glossary

Absolute Value

the distance that an equation or number is from zero; always a positive number.

Adjacent

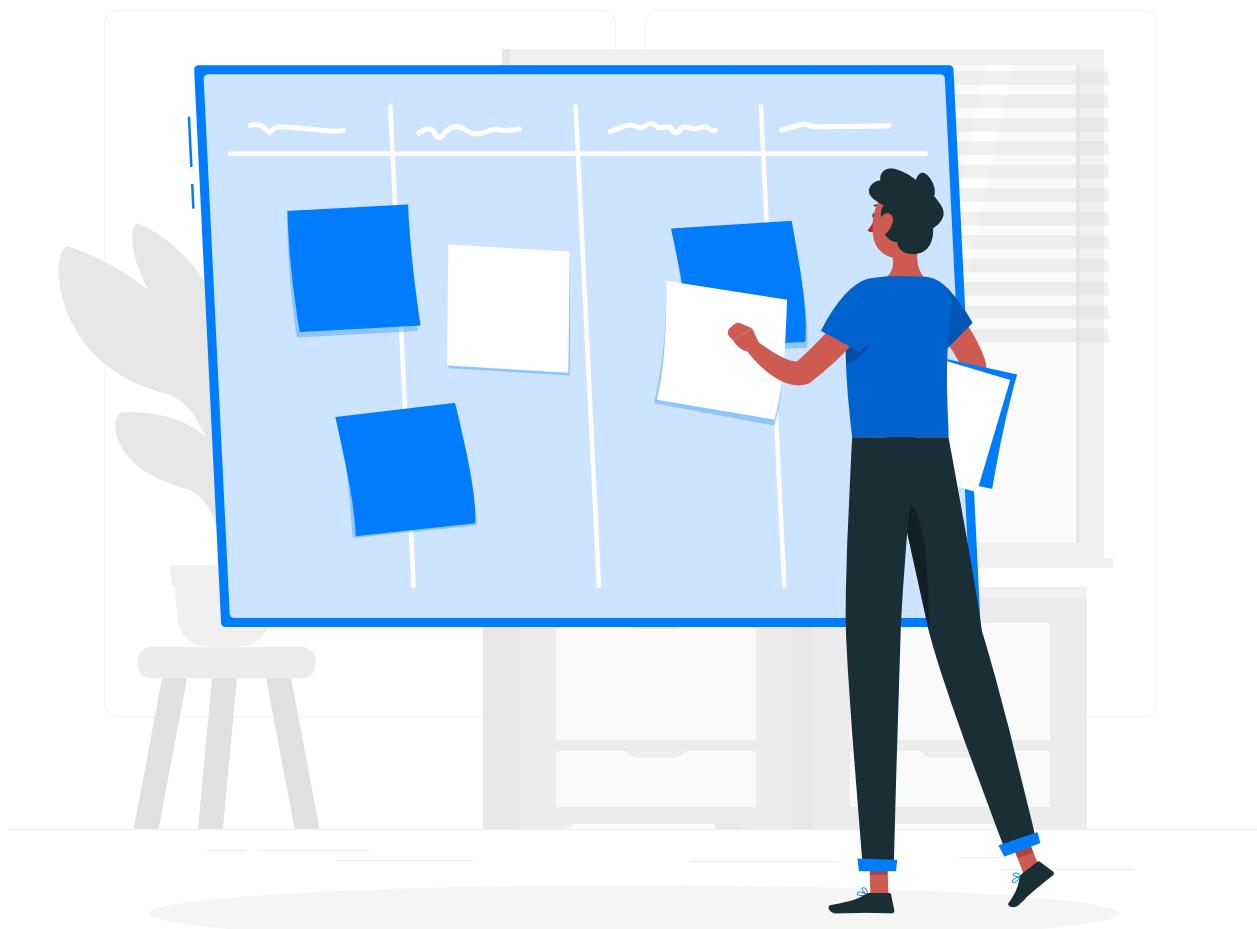
in geometry, an angle that is directly next to and shares a common side with your reference angle (the one you are working with).

Absolute Value

a figure formed by two lines that meet at one point.

Arc

a distance on the circumference of a circle from one point to another; different from a chord because it travels along the circumference, not through the interior of the circle.



Arcsin, Arccos, Arctan

the inverse function of sine, cosine, and tangent, respectively; the angle that has a sine, cosine, or tangent equal to the given number.

Area

the amount of space within a given boundary, given in square units.

**Average
(Arithmetic Mean)**

the sum of a set of numbers divided by the number of terms in the set.

Binomial

an algebraic expression with two terms, one of which must be a variable, connected by a '+' or '-' sign; e.g. $(2x + 3)$.

Chord

a straight line that connects two points on the circumference of a circle and travels through the interior of the circle.

Circle

a geometrical figure where all points are equidistant from a central point.

Circumference

the perimeter of a circle; measured using 1-dimensional units (e.g.cm).

Consecutive

numbers or terms that are the next step in a pattern:
Three **consecutive** even integers are 2,4,6.

Constant

a quantity that is unchanging: In the slope-intercept formula $y = mx + b$, m and b are both **constants**.

Cube

a 3-dimensional figure where length = width = height.

Denominator

the bottom number in a fraction; what you are dividing the top number (the numerator) by.

Diagonal

a straight line that connects two vertices of a polygon that are not next to each other.

Diameter

a chord that passes through the center of the circle; it is the largest possible chord.

Directly Proportional

This term indicates that two or more values have a constant product so that $y = kx$, where k is a constant. If x is **directly proportional** to y , when x triples, y will triple. Note that this only uses the operations of **division** and **multiplication**. If you add 3 to x , you do NOT just add 3 to y .

Distinct

numbers or symbols or values that are different in some way.

Domain

the x -values over which a function, or a part of a function, is defined.

Equilateral Triangle

a triangle that has three equal angles, each measuring 60° , and three equal sides.

Exterior Angle

the outside angle formed when a side of a polygon is extended.

Factor

a factor of n is a number which divides evenly into n without a remainder.

FOIL

method used to multiply binomials (First, Outer, Inner, Last).

Function

a defined relationship between a set of x -values and a set of y -values: In a **function** each x -value can ONLY correspond to a single y -value.

Greatest Common Factor

the largest factor that two numbers have in common.

Hexagon

a 6-sided polygon.

Hypotenuse

the side opposite of the right angle in a right triangle; also the longest side of a right triangle; only right triangles have hypotenuses.

Imaginary Number

the square root of a negative; represented by the letter i where $i^2 = -1$.



Inclusive

This term indicates that the endpoints of a set of numbers are included in the evaluation. This is represented on a number line by filled in circles at the endpoints of a line or can be expressed algebraically using the greater than or equal to sign (\geq) or the less than or equal to sign (\leq).

Inscribed

This term indicates that a geometric figure has been produced within another figure so that the points of intersection are maximized without any part of the inscribed figure lying outside the other figure.

Integer

any whole number, whether positive, negative, or zero.

Interior Angle

the angle on the inside of a polygon.

Inversely Proportional

This term indicates that two or more values have a constant ratio so that $y = \frac{k}{x}$, where k is a constant. If x is **inversely proportional** to y, when x triples, y will be a third of its original value. Note that this only uses the operations of **division** and **multiplication**. If you add 3 to x, you do NOT just subtract 3 from y.

Irrational Numbers

a number that cannot be completely expressed as a simple fraction; an **infinite decimal without repetition** and the **square root of a non-perfect square** are irrational numbers.

Isosceles Triangle

a triangle with two equal sides and two equal angles; the angles opposite the equal sides are equal.

Least Common Multiple

the smallest number (not zero) that is a multiple of two numbers.

Line

a graphical representation of the equation $y = mx + b$, where m is the **slope**, which is always constant, and b is the **y-intercept**.

Line of Symmetry

a line that can be drawn through the plane of a geometric shape such that two, mirrored halves are created.

Linear Function

an algebraic representation of a line that conforms to the equation $y = mx + b$.

Logarithm (Log)

the exponent of the power to which a base number must be raised to equal a given number; if $\log_x(12) = 3$, then base number x must be raised to the exponent 3 to equal 12.

Matrix

a rectangular array of numbers organized in rows and columns.

Median

When a set of terms is arranged in ascending or descending order, the **median** (like the median of a highway) is the middle term.

Midpoint

a point that lies exactly half-way between two other points.

Mode

the value that occurs most frequently in a set of numbers.

Multiple

the product of any quantity by an integer.

Numerator

the top number in a fraction; the number being divided.

Octagon	an 8-sided polygon.
Origin	the point (0,0) in the xy-plane.
Ordered Pair	a point in the xy-coordinate plane, whose first value is the x-coordinate and the second value is the y-coordinate.
Parabola	an equation with the general form of $y = Ax^2 + Bx + C$ where A, B, and C are constants; another form of the parabola equation used for graphing is $y = a(x - h)^2 + k$, where (h, k) is the vertex of the parabola and a is a stretch factor.
Parallel	lines that have the same slope and never intersect.
Parallelogram	a quadrilateral where sides opposite each other are parallel .
PEMDAS	order of operations: Parentheses, Exponents, Multiplication and/or Division, Addition and/or Subtraction.
Pentagon	a 5-sided polygon.
Percent Increase/ Percent Decrease	$\frac{(\text{New number} - \text{Old number})}{\text{Old number}} \times 100$
Perimeter	a 1-dimensional measurement of the outer edge of a figure.

Perpendicular Bisector

a straight line that intersects another line at its midpoint at a right angle.

Perpendicular Lines

two lines that intersect at a right angle and have slopes that are negative reciprocals (e.g. if line 1's slope = m , then line 2's slope = $-\frac{1}{m}$).

Prime Number

a number greater than 1 that is divisible only by 2 distinct numbers, 1 and itself; 2 is the lowest and only even prime number.

Probability

$$\frac{\text{\# of outcomes that meet the requirements}}{\text{Total \# of possible outcomes}}$$

Product

a quantity obtained by multiplying two or more terms together.

Proportion

a fancy term for **ratio**.

Pythagorean Theorem

an equation that relates the lengths of the legs of a right triangle to the length of its hypotenuse: $a^2 + b^2 = c^2$

Radical

the sign that indicates a square root ($\sqrt{}$).

Radius of a Circle

the distance from the center of a circle to the circumference.

Range

the y-values of a function over a specified domain.

Ratio

a comparison of two numbers using division; usually represented by a fraction or with the word "to."

Real Numbers

any number, whether rational or irrational, that is not imaginary and, therefore, does not contain the term i.

Remainder

the whole number left after division.

Right Triangle

a triangle that contains a 90° angle.

Sector

a piece of the area of a circle.



Semicircle

one half of a circle.

Similar Triangles

2 or more triangles where the ratio of the three sides is equal; also, the corresponding angles are congruent: Two triangles that have sides 3, 4, 5 and 6, 8, 10 are **similar** since they both have side ratios of 3:4:5.

Slope

rise over run; also known as change in y divided by the change in x; constant in a line.

Slope-Intercept Form

$y = mx + b$, where m is the slope and b is the y-intercept.

SohCahToa

a mnemonic device used to remember the identities of trig functions sine (opposite over hypotenuse), cosine (adjacent over hypotenuse), and tangent (opposite over adjacent).

Square

a 2-dimensional figure where all four sides are equal and all four angles are 90° .

Square Root

the square root of a number is a number which multiplied by itself, gives you the original number; e.g. 9 is 3 or - 3 because $3 \times 3 = 9$ and $-3 \times -3 = 9$.

Sum

a quantity obtained by adding two or more terms together.

Surface Area

the area of all the polygons that are on the surface of a 3-dimensional figure; all measurements should be in square units.

Tangent (to)

touching at a single point in relation to a curve or surface.
Note: two lines do not lie tangent to each other.

Variable

a value that can change; typically variables are indicated by the letters x, y or z.

Vertex

A point of intersection for any 2 sides of any polygon or 3- dimensional figure.

Volume

a 3-dimensional measurement of space occupied by an object; measured in cubed units (e.g. cm³).

Whole Number

any number that is not a fraction or a decimal; also known as an **integer**.

X-Intercept

the point where a function crosses the x-axis; where the y-coordinate of the point is 0.

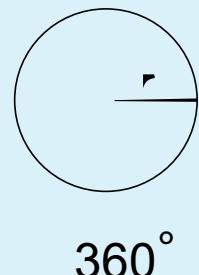
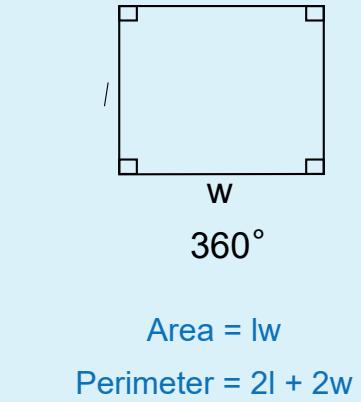
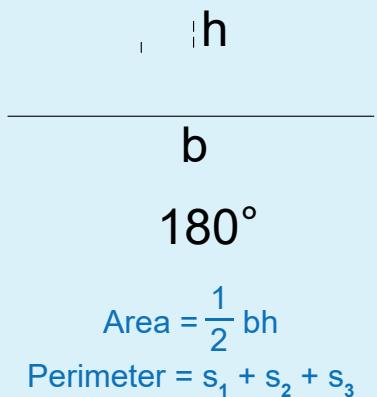
Y-Intercept

the point where a function crosses the y-axis; where the x-coordinate of the point is 0.

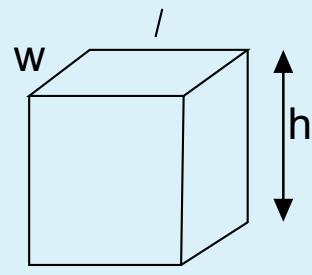


Math Quick Reference

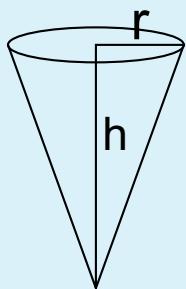
Geometry



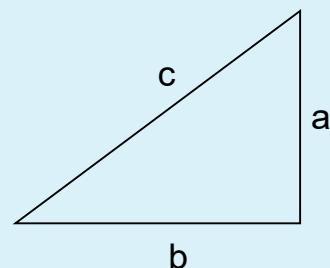
$\text{Area} = \pi r^2$
 $\text{Perimeter} = 2\pi r$



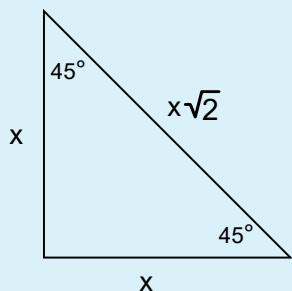
$\text{Volume} = lwh$



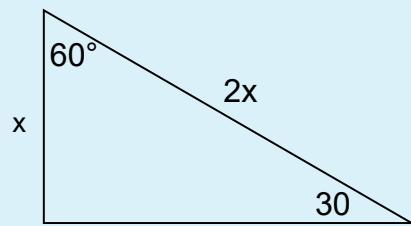
$\text{Volume} = \pi r^2 h$



$$a^2 + b^2 = c^2$$



45°- 45°- 90° Triangle



30°- 60°- 90° Triangle

Trigonometry

$$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$$

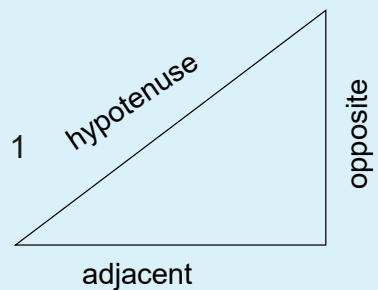
$$\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$$

$$\operatorname{cosec} \theta = \frac{1}{\sin \theta}$$

$$\sec \theta = \frac{1}{\cos \theta}$$

$$\cot \theta = \frac{1}{\tan \theta}$$

$$\sin^2 \theta + \cos^2 \theta = 1$$



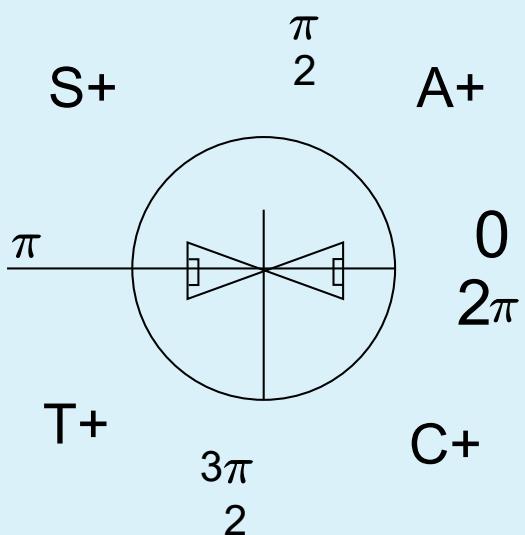
Radians

$$90^\circ = \frac{\pi}{2}$$

$$180^\circ = \pi$$

$$270^\circ = \frac{3\pi}{2}$$

$$360^\circ = 2\pi$$



All Students Take Calculus:

All are positive in Q1

sin is positive in Q2

tan is positive in Q3

cos is positive in Q4

Algebra

Exponent Rules

$$(x^a)(x^b) = x^{a+b}$$

$$(x^a)^b = x^{ab}$$

$$\frac{x^a}{x^b} = x^{a-b}$$

Logarithms

$$\log_x A - \log_x B = \log_x \frac{A}{B}$$

$$\log_x A + \log_x B = \log_x (AB)$$

Difference of Squares

$$(x^2 - y^2) = (x + y)(x - y)$$

Quadratic Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Directly Proportional

$$y = kx$$

Inversely Proportional

$$y = \frac{k}{x}$$

Imaginary Number

$$i = -1$$

$$i^2 = -1$$

Arithmetic

$$\% \text{ Change} = \frac{(\text{New number} - \text{Old number})}{\text{Old number}} \times 100$$

$$\text{Average} = \frac{\text{Sum}}{\# \text{ terms}}$$

$$\text{Probability} = \frac{\# \text{ of outcomes that meet the requirements}}{\text{Total } \# \text{ of possible outcomes}}$$

Coordinate Systems

Equation of a Line

$$y = mx + b$$

m = slope

b = y -intercept

(x, y) = point on the line

Equation of a Circle

$$(x - h)^2 + (y - k)^2 = r^2$$

r = radius of circle

(h, k) = center of circle

$$\text{slope} = m = \frac{\text{rise}}{\text{run}} = \frac{\Delta y}{\Delta x} = \frac{(y_2 - y_1)}{(x_2 - x_1)}$$

Perpendicular lines

$$m_1 = -\frac{1}{m_2}$$

Parallel lines

$$m_1 = m_2$$

03

ACT READING SECTION



Overview

The ACT Reading test consists of 40 questions that must be answered within the 35-minute time limit. The test consists of four reading passages—a Social Studies passage, a Natural Sciences passage, a Prose Fiction passage, and a Humanities passage—with ten questions for each passage. There are two types of ACT Reading questions: referring questions and reasoning questions. Below you can find more detailed information about each type of question, as well as sample ACT Reading questions.

Type of Question	Examples
Detail Questions	find and interpret details
Main Idea Questions	identify the main idea of a passage, paragraph, or paragraphs
Comparative Relationships Questions	interpret comparative relationships (similarities and differences)
Cause-Effect Relationships Questions	interpret cause and effect relationships
Generalizations Questions	draw generalizations
Vocabulary-in-Context Questions	identify the meaning of words in context
Sequence of Events Questions	determine when events happened and/or the order of events
Author’s Voice and Method Questions	identify the author’s style, attitude, and point of view; the main purpose of a sentence, a paragraph, or the passage as a whole

Setting Goals for the Score You Want

Look at the following scoring tables ([Reading](#)) to understand how you must prepare in order to achieve your score Goal!

English Scale Score	English Raw Score	% Correct
36	40	98%
35	39	95%
34	39	93%
33	38	90%
32	37	88%
31	36	85%
30	36	83%
29	35	80%
28	33-34	78%
27	32	75%
26	31	73%
25	29-30	69%
24	28	65%
23	26-27	63%
22	24-25	59%
21	22	55%
20	20-21	51%
19	19	48%
18	18	45%

ACT Reading Strategies

To achieve a great score on the Reading section of the test the student(s) must work on the **Great 8 Critical Reading Skills** toward mastery level:

1. Analyze the Purpose, Central Ideas, and Arrangement of the Passage
2. Connect the Questions to the Passage
3. Find Patterns in the arrangement of the Passage
4. Read the Passage before You Read the Questions
5. Practice toward mastery level as an “Active Reader”
6. Practice toward mastery level as a “Skim Reader” USE ONLY when Running Out of Time
7. Simplify the Passage
8. Think Logically about the Questions

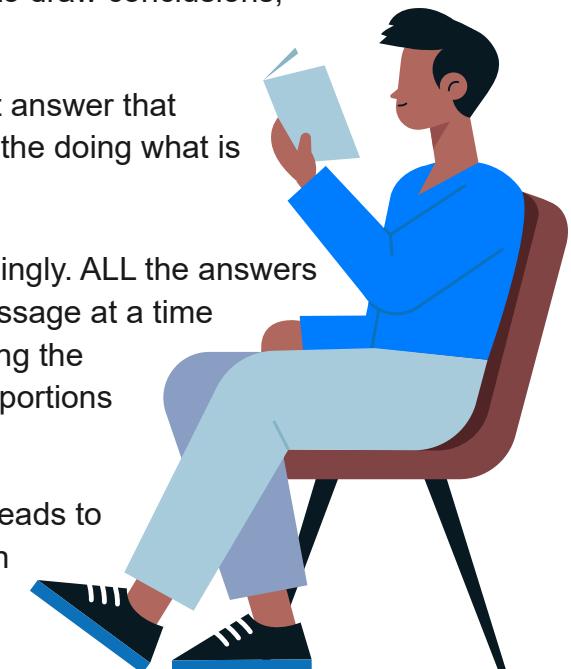
The degree of difficulty increases as you work from start to finish.

Know that the Reading Passages (Questions and Answers) will be found referring to what is explicitly stated in the passage. Refer to the passage before you answer the questions. Some questions will require you to determine implicit meanings and to draw conclusions, comparisons, and generalizations.

Read the passages very CAREFULLY! Do not jump to the first answer that looks like it could be the right answer. Answer the question by the doing what is asked of you. Do not make assumptions from the readings.

Read one passage at a time and answer the questions accordingly. ALL the answers will come from the passage (with-in or inferred). Doing one passage at a time will decrease the likelihood that you will “zone out” while reading the passage, and consequently must spend time re-reading large portions of the text.

The objective here is to answer ALL questions correctly! This leads to reaching your score goal. Answer questions as you go (section by section of each Passage). The sooner you start to answer questions, the sooner you start to earn points. It'll be useless if you have thoroughly read the passage but have no time answering the questions. **MAKE THE MOST OF YOUR TIME!**



10 Tips for ACT Reading Success

1. **Concentrate on paragraph opening and closing.** Since ACT passages are generally written in Standard English prose, the topic sentence is often located near the beginning of the paragraph. Sometimes, too, the final sentence of the paragraph suggests the main point of the paragraph. When reading quickly for the gist of a passage, focus on paragraph openings and closings. Skip the material in between until you need the details to answer certain questions.
2. **Do the easy passages first.** Focus on your strengths! If the subject of a passage interests you or is something you well know about, do it first, even if it's last on the test. Prioritize your area of strength and work on those passages first. If you've always experienced success with natural science passages, and you have trouble with fiction, go first to the natural science passage, even if it's last on the test.
3. **Answer general questions before detail questions.** Get the easy questions out of the way first! General questions usually ask you to identify the author's point of view or the main idea of the passage. A reader with a good understanding of the passage can often answer general questions without rereading a word. On the contrary, when you're asked for a specific fact or for a word or phrase, you may have to return to the passage to find the answer.
4. **All the answers come from the passage.** Every single answer can be found in or directly inferred from the passage. Don't add things or make up things. DO NOT rely on your previous knowledge on the subject matter.
5. **Mark the passages or make short notes.** Underline or circle important sections or words or sentences. This can help you find needed information quickly. But do NOT spend too much time over analyzing the passages.
6. **An answer choice can be true but be wrong.** The correct choice is the one that best answers the question, not any choice that makes a true statement. A choice may express something that is perfectly true and still be a wrong choice. **Answer the questions based on what is in the passages!**

7. **Eliminating choices.** Compare each choice to the passage and find the wrong choices. Then choose the correct answer from the remaining choices ([Process of Elimination](#)).
8. **Pace yourself.** Jump around within a set of questions to find the ones you can answer quickly, but don't jump from passage to passage. Don't leave a passage until you are sure you have answered all the questions you can. If you return to the passage later, you'll probably have to reread it.
9. **Save as much time as possible.** Do NOT try answering questions before reading the passage from start to finish!
10. **Remember... the ACT doesn't punish wrong answers. So don't leave anything blank, or you'll waste your points.**



ACT READING

Approach:

- » Read the question stems first. When the questions refer to specific lines or words, you may be able to answer the questions right away. * Read two lines up (before) and two lines down (afterwards) to understand the question and answer in context.
- » Don't study the passage. The ACT Reading test is an OPEN-BOOK test! No need to memorize the information. Read loosely and only focus on information that is essential to answering the questions.
- » Read for the main idea. (Topic, Scope, or Purpose)!
- » Skim the passage. Don't focus on unfamiliar words. The meaning of those words may not be relevant to answering the questions. Gain a general understanding of the structure of the passage.
- » Read and answer the questions.
- » Turn off your brain and refer to passage! Questions should be answered based on the information in the passage ONLY!
- » Predict answers ... try to answer the question in your mind before looking at the answer choices.
- » Avoid extremes! Answer choices that contain extreme words are much likely to be incorrect: (all, every, universal, only, unique, always, forever, never, prove, refute, absolute, impossible, inevitable).
- » Feeling stuck? Move around. Don't be afraid to skip around within the ten question group that accompanies each passage.
- » **ANSWER EVERY QUESTION! You are not penalized for wrong answers.**

Skills Tested

- » Locate and interpret significant events.
- » Determine the main idea.
- » Understand sequence of events.
- » Comprehend cause-and-effect relationships.
- » Determine the meaning of context-dependent words, phrases, and statements.
- » Make comparisons.
- » Analyze the author's voice and style.
- » Make comparisons, analogies, and generalizations ... Inferences.

Reliables

- » Read Actively ... listen to your inner voice!
- » Skim the passages.
- » Put the text in your own words: Paraphrase it!
- » Locate the evidence. Find the synonyms!
- » Eliminate what's wrong ... Focus on throw-aways.
- » Don't defend the choices ... attack your answers!
- » Choose general over specific.
- » Mark up your passages.
- » Use POE (process of elimination) to select your answer
- » Remember this section is only 35 minutes! Do NOT annotate.
- » Mark(+) or(-) on your passage to indicate positive or negative tones, attitudes, or examples.
- » Main Ideas are NOT specific details ... they are NOT opinions.
- » Select the passages you want to read first!

READING

The ACT Reading section assesses your ability to quickly read large blocks of interesting or wildly boring text (you will have both!) and answer specific and inference questions from that text.

You only have 8 minutes 45 seconds to move through each of the four passages and knock out all the accompanying questions. There is a balance you must achieve between spending time reading the passage and answering the questions. With practice, you will find the balance that is right for you.

Passage Types

The test writers have chosen four passage types in the hope that you will like at least one of them. The passages come in the following order:

Passage 1: Prose/Fiction

For the fiction lovers out there, you will naturally be drawn to this dialogue-rich format. This section is largely drawn from **novels, plays, and short-stories**. To nail this passage type you must get into the heads of several people: the principal characters, the narrator, and occasionally the author. It's all about telling the difference between the various **perspectives** presented in the passage.

Passage 2: Social Science

If you like meeting new people and learning about what makes them tick, you are going to love the wide selection of social science passages. You'll learn about inventors, tribes in the Amazon, political revolutionaries, civil rights movements, cultural developments, and potential vacation destinations. Prepare to expand your **cultural horizons!**

Passage 3: Humanities

Awaken your inner artist and come learn about the great **creative innovators** of our time. Study the painters who changed our perspective, the writers who revolutionized the written word. Humanities passages read like biographies. They single out an artist or a group of artists working during a particular point in history.

Passage 4: Natural Science

Asteroids, invertebrates, and epidemics, oh my! Science lovers of the world unite! This is your chance to explore the most **cutting-edge scientific discoveries** of our time, to play in the dirt and reach for the stars! This straightforward section offers you more specific details and **jargon** to wade through, but if you look past the big words, the skills tested are the same as those tested in the other passage types.

Don't Be Unagressive!

When students struggle with the Reading section, it is often because they are used to reading passively. Whether out of boredom or habit, they simply scan the passages and hope to absorb all the important information. This is a sure-fire way to struggle on ACT Reading! GO GET IT!

Be a Relentless for Details

To beat the ACT you will need to adjust your reading style. You need to become a hawk for details and specific language. Right or wrong answers frequently hinge upon a single word. Don't get fresh! Stick with the words on the page.



ACT READING SKILL EXERCISE



ACT Reading Passage 1:

5 Detail Questions Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the detail-based questions that follow. These questions focus on retrieving specific information from the text. Each question has an answer key with detailed explanations.

Passage: 1

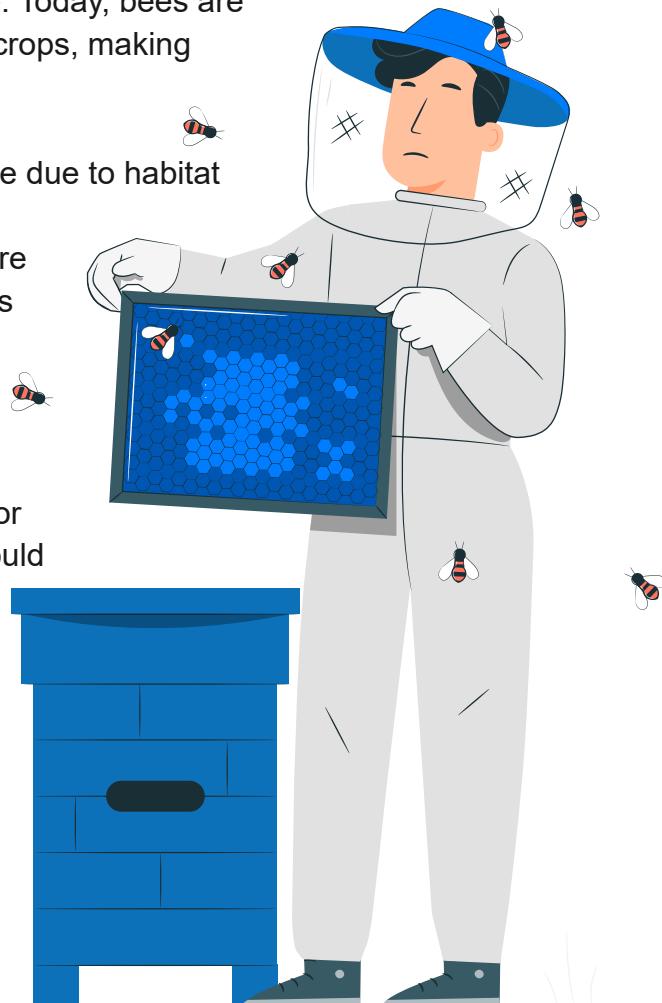
The Legacy of Bees

For thousands of years, humans have relied on bees for their vital role in pollination and honey production. Ancient civilizations, from the Egyptians to the Mayans, revered bees for their contributions to agriculture and their symbolic significance. Today, bees are responsible for pollinating nearly 75% of the world's food crops, making them essential to global food security.

However, bee populations are declining at an alarming rate due to habitat loss, pesticide use, and climate change. Colony Collapse Disorder (CCD), first identified in 2006, has wiped out entire colonies, leaving scientists scrambling for solutions. Efforts to address this crisis include reducing pesticide use, planting pollinator-friendly gardens, and supporting beekeeping initiatives.

The loss of bees would have devastating consequences for ecosystems and economies. Without bees, crop yields would plummet, and many fruits, vegetables, and nuts would become scarce. Furthermore, bees contribute to biodiversity by supporting the growth of wild plants, which in turn sustain countless animal species.

Understanding the plight of bees and taking steps to protect them is not only a matter of environmental preservation but also a necessity for the survival of humanity.



- 1. According to the passage, what percentage of the world's food crops are pollinated by bees?**

 - A. 50%
 - B. 60%
 - C. 75%
 - D. 90%

- 2. What are some of the main causes of the decline in bee populations mentioned in the passage?**

 - A. Over-farming and air pollution.
 - B. Habitat loss, pesticide use, and climate change.
 - C. Deforestation and global trade.
 - D. Soil erosion and water shortages.

- 3. When was Colony Collapse Disorder (CCD) first identified?**

 - A. 1995
 - B. 2000
 - C. 2006
 - D. 2015

- 4. What does the passage suggest as one way to help address the bee crisis?**

 - A. Eliminating all agriculture in urban areas.
 - B. Reducing pesticide use and planting pollinator-friendly gardens.
 - C. Relying on artificial pollination methods.
 - D. Increasing the use of chemical fertilizers.

- 5. According to the passage, what is one consequence of losing bees?**

 - A. A reduction in ocean biodiversity.
 - B. The extinction of all plant species.
 - C. A decline in crop yields and scarcity of certain foods.
 - D. An increase in pesticide-resistant crops.

ACT Reading Passage 2:

5 Main Idea Questions Skill Exercises

(4 minutes 22 seconds)

Instructions:

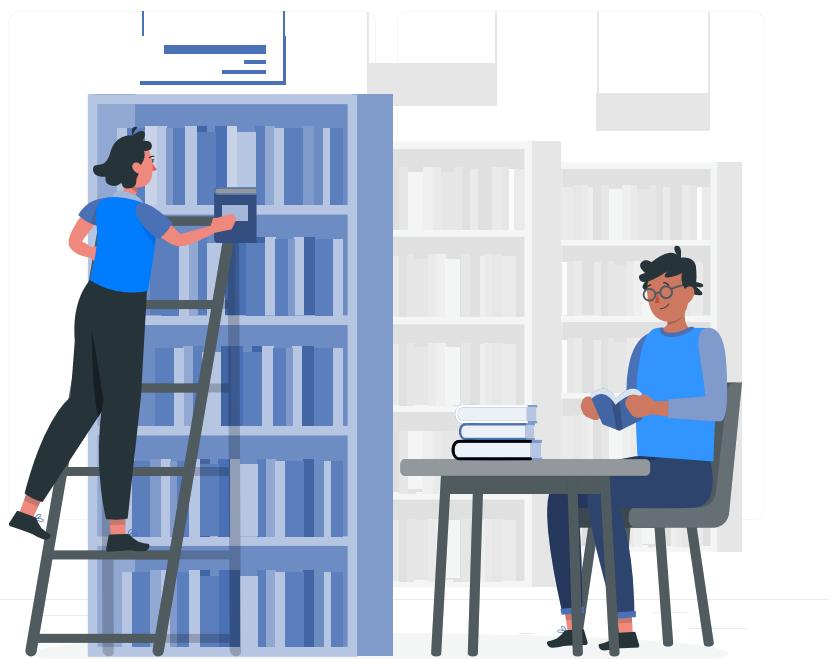
Read the passage below and answer the detail-based questions that follow. These questions focus on retrieving specific information from the text. Each question has an answer key with detailed explanations.

Passage: 2

The Value of Public Libraries

Public libraries have long served as pillars of knowledge and community engagement. Offering free access to books, technology, and educational resources, libraries empower individuals of all ages and backgrounds to pursue lifelong learning. In addition to their educational role, libraries foster community connections through events, workshops, and meeting spaces.

However, in recent years, libraries have faced challenges due to declining funding, the rise of digital media, and misconceptions about their relevance in the modern age. Despite these obstacles, libraries have evolved to meet changing needs. Many now provide internet access, digital literacy programs, and even resources like 3D printers and co-working spaces.



The resilience of public libraries demonstrates their enduring importance. They remain one of the few places where anyone, regardless of socioeconomic status, can access resources and support for free. As society continues to grapple with issues of inequality and access, libraries offer a vital tool for bridging these divides.

Questions

1. What is the main idea of the passage?

- A. Libraries are outdated due to the rise of digital media.
- B. Libraries are adapting to modern needs and remain essential to communities.
- C. Libraries should focus solely on providing books and traditional resources.
- D. Libraries are struggling to compete with online learning platforms.

2. What does the author suggest about the challenges libraries face?

- A. Libraries are no longer relevant to modern society.
- B. Libraries must reduce their resources to remain sustainable.
- C. Libraries face funding issues but are adapting to meet modern needs.
- D. Libraries should abandon traditional services in favor of digital resources.

3. Which of the following best summarizes the role of libraries according to the passage?

- A. Libraries are primarily places to borrow books for free.
- B. Libraries are community hubs offering diverse resources and services.
- C. Libraries are struggling to maintain relevance in a digital world.
- D. Libraries are becoming co-working spaces for young professionals.

4. What does the passage suggest as one way to help address the bee crisis?

- A. Optimistic about their ability to adapt.
- B. Pessimistic about their survival.
- C. Neutral and detached.
- D. Critical of modern library systems.

5. What is the author's purpose in writing this passage?

- A. To argue for increased funding for public libraries.
- B. To describe how libraries are evolving to remain relevant.
- C. To highlight the challenges libraries face in a digital age.
- D. To explain why libraries are becoming less important.



ACT Reading Passage 3:

5 Comparative Relationships Questions Skill Exercises

(4 minutes 22 seconds)

Instructions:

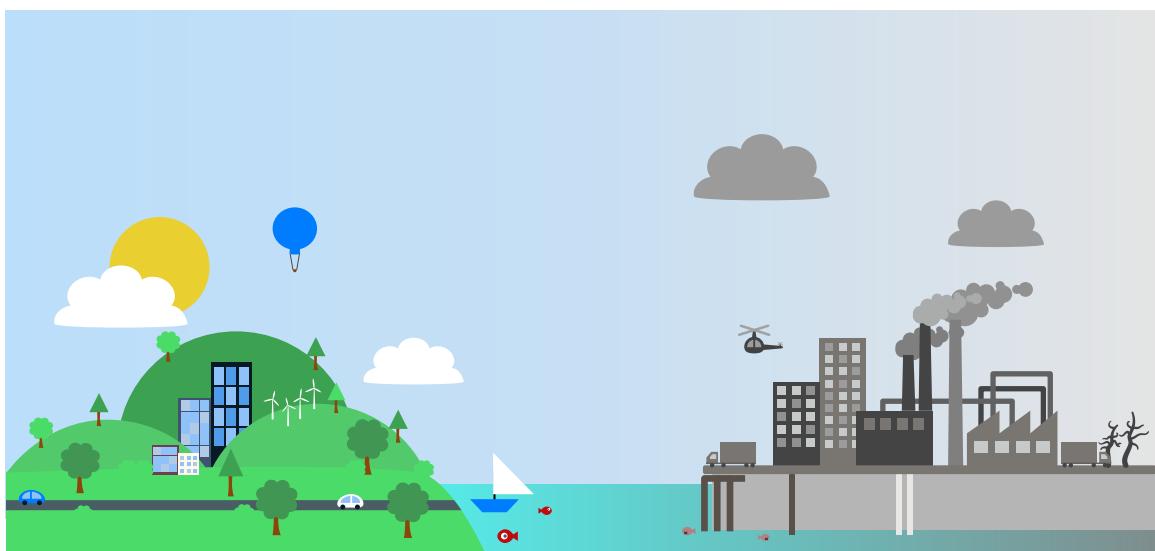
Read the passage below and answer the comparative relationship-based questions that follow.

These questions focus on identifying relationships between ideas, concepts, or perspectives within the text. Each question includes an answer key with detailed explanations.

Passage: 3 **Renewable Energy vs. Fossil Fuels**

As concerns about climate change grow, the debate between renewable energy and fossil fuels becomes increasingly urgent. Fossil fuels, such as coal, oil, and natural gas, have powered industrialization for centuries. However, their extraction and use release greenhouse gases, which contribute to global warming. Despite this, fossil fuels remain the dominant energy source due to their affordability and established infrastructure.

Renewable energy sources, including solar, wind, and hydropower, offer a cleaner alternative. These sources produce little to no greenhouse gas emissions and are considered sustainable. However, they face challenges such as high initial costs, variable energy production, and the need for technological advancements to improve efficiency and storage.



Supporters of fossil fuels argue that transitioning to renewable energy too quickly could destabilize economies and lead to energy shortages. On the other hand, advocates for renewables stress the urgency of reducing carbon emissions to prevent catastrophic climate impacts. Both perspectives acknowledge the importance of energy security but differ on the best path forward.

Ultimately, balancing the benefits and limitations of each energy source is key to creating a sustainable and reliable energy future.

Questions

- 1. How does the passage compare renewable energy to fossil fuels in terms of environmental impact?**
 - A. Renewable energy and fossil fuels have the same environmental impact.
 - B. Fossil fuels produce more greenhouse gases than renewable energy.
 - C. Renewable energy is less sustainable than fossil fuels
 - D. Fossil fuels are more environmentally friendly than renewable energy.

- 2. What advantage of fossil fuels is highlighted in the passage?**
 - A. Fossil fuels are a cleaner energy source.
 - B. Fossil fuels are supported by established infrastructure.
 - C. Fossil fuels require technological advancements to improve efficiency.
 - D. Fossil fuels are unaffected by energy shortages.

- 3. What challenge does the passage mention about renewable energy?**
 - A. Renewable energy is not supported by international policies.
 - B. Renewable energy sources are more affordable than fossil fuels.
 - C. Renewable energy production can be variable.
 - D. Renewable energy causes significant greenhouse gas emissions.

4. According to the passage, what do supporters of fossil fuels and advocates for renewables agree on?

- A. The need to prioritize renewable energy immediately.
- B. The importance of energy security.
- C. The affordability of renewable energy.
- D. The unreliability of fossil fuels.

5. What is the author's perspective on the renewable energy vs. fossil fuel debate?

- A. The author supports an immediate transition to renewable energy.
- B. The author believes fossil fuels are the only viable energy source.
- C. The author advocates for balancing the strengths and weaknesses of both.
- D. The author is critical of both renewable energy and fossil fuels.



ACT Reading Passage 4:

5 Cause-Effect Relationships Questions Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the cause-effect relationship-based questions that follow.

These questions focus on identifying causal connections between events or ideas in the text.

Each question includes an answer key with detailed explanations.

Passage: 4

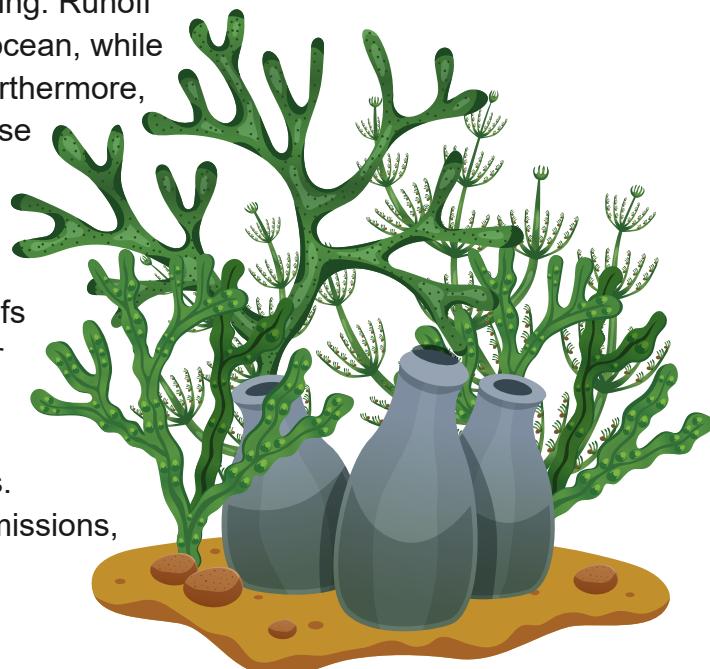
The Rise and Fall of Coral Reefs

Coral reefs are often referred to as the "rainforests of the sea" due to their incredible biodiversity. They provide habitats for countless marine species, protect coastlines from erosion, and support the fishing and tourism industries. However, in recent decades, coral reefs have been in sharp decline.

The primary cause of coral reef degradation is climate change, which raises ocean temperatures. Corals are highly sensitive to temperature changes; even a slight increase can cause coral bleaching, a phenomenon where corals expel the algae that provide them with nutrients and their vibrant colors. Without these algae, corals struggle to survive.

Other contributing factors include pollution and overfishing. Runoff from agriculture introduces harmful chemicals into the ocean, while overfishing disrupts the balance of reef ecosystems. Furthermore, rising levels of carbon dioxide in the atmosphere increase ocean acidification, making it harder for corals to build their calcium carbonate skeletons.

The decline of coral reefs has cascading effects. As reefs deteriorate, the species that depend on them for shelter and food face population declines. Additionally, communities that rely on reefs for economic and environmental benefits experience significant hardships. Efforts to restore coral reefs include reducing carbon emissions, protecting marine areas, and developing heat-resistant coral species.



Questions

- 1. What is the primary cause of coral reef degradation mentioned in the passage?**
 - A. Overfishing.
 - B. Pollution.
 - C. Climate change.
 - D. Ocean acidification.

- 2. What effect does coral bleaching have on coral reefs?**
 - A. It strengthens their ability to grow.
 - B. It causes corals to lose their primary source of nutrients.
 - C. It increases the biodiversity of coral reef ecosystems.
 - D. It prevents corals from being affected by ocean acidification.

- 3. How does overfishing affect coral reefs?**
 - A. It introduces harmful chemicals into the water.
 - B. It disrupts the balance of reef ecosystems.
 - C. It reduces the amount of algae available to corals.
 - D. It increases coral growth by removing predators.

- 4. What is one cause of ocean acidification mentioned in the passage?**
 - A. Overfishing in reef ecosystems.
 - B. Rising levels of carbon dioxide in the atmosphere.
 - C. Increased use of agricultural fertilizers.
 - D. Expulsion of algae during coral bleaching.

- 5. What is one effect of coral reef decline on human communities?**
 - A. An increase in the population of reef-dependent species.
 - B. Improved protection of coastlines from erosion.
 - C. Economic hardships for communities reliant on reefs.
 - D. Reduced tourism to agricultural regions.

ACT Reading Passage 5:

5 Generalizations Questions Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the generalization-based questions that follow. These questions focus on understanding the broader conclusions or overarching ideas derived from the text. Each question includes an answer key with detailed explanations.

Passage: 5 **The Impact of Urban Green Spaces**

Urban green spaces, such as parks, community gardens, and tree-lined streets, play a crucial role in enhancing city life. They provide residents with places to exercise, relax, and connect with nature, which can improve both physical and mental health. Studies have shown that individuals living near green spaces report lower levels of stress and higher overall well-being.

In addition to their health benefits, urban green spaces contribute to environmental sustainability. Trees and plants in these areas absorb carbon dioxide, improve air quality, and mitigate the urban heat island effect, where cities experience higher temperatures than surrounding rural areas. Moreover, green spaces help manage stormwater by reducing runoff and preventing floods.

However, access to green spaces is often unequal, with low-income neighborhoods typically having fewer parks and less greenery. This disparity highlights the need for equitable urban planning to ensure that all residents can enjoy the benefits of green spaces. By investing in more inclusive green infrastructure, cities can foster healthier, more sustainable, and more connected communities.



Questions

- 1. Which generalization can be made about urban green spaces based on the passage?**
 - A. Green spaces only benefit the environment, not public health.
 - B. Urban areas with more green spaces are more sustainable and healthier.
 - C. Access to green spaces is equal across all neighborhoods.
 - D. The primary purpose of green spaces is to improve property values.

- 2. What does the passage suggest about the relationship between green spaces and mental health?**
 - A. Green spaces have no measurable impact on mental health.
 - B. Proximity to green spaces is linked to improved mental well-being.
 - C. People living near green spaces report higher levels of anxiety.
 - D. Green spaces primarily benefit physical health, not mental health.

- 3. What overarching conclusion does the passage make about green spaces in low-income neighborhoods?**
 - A. They are overdeveloped compared to wealthier areas.
 - B. They are less common, leading to disparities in access and benefits.
 - C. They have no environmental impact.
 - D. They are prioritized in urban planning initiatives.

- 4. Based on the passage, what generalization can be made about equitable urban planning?**
 - A. It is unnecessary because green spaces already exist in cities.
 - B. It focuses on ensuring all neighborhoods have access to green spaces.
 - C. It prioritizes environmental concerns over social needs.
 - D. It primarily benefits rural communities.

5. What is a general benefit of investing in green infrastructure according to the passage?

- A. It increases urban temperatures.
- B. It fosters healthier, more sustainable communities.
- C. It prevents the construction of new housing developments.
- D. It decreases the need for environmental regulations.



ACT Reading Passage 6:

Vocabulary-in-Context Questions Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the vocabulary-in-context questions that follow. These questions focus on determining the meaning of words or phrases based on how they are used in the passage. Each question includes an answer key with detailed explanations.

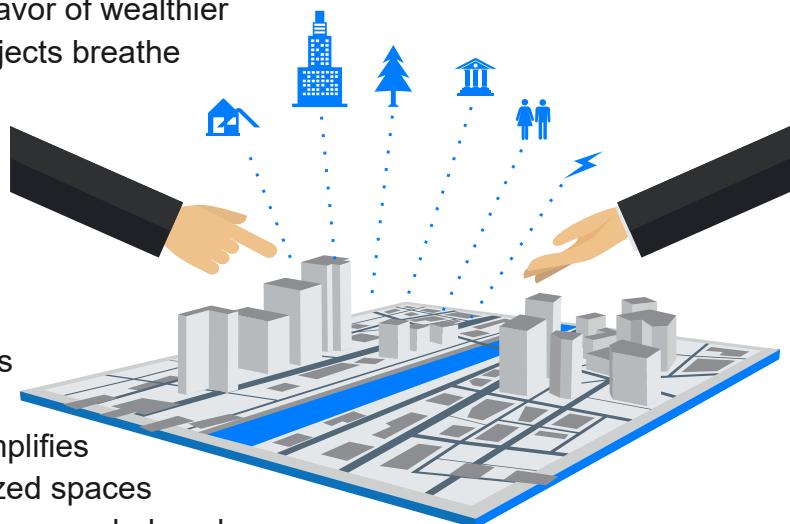
Passage: 6

A Vision for Urban Renewal

Cities around the world are embracing urban renewal projects to address aging infrastructure and revitalize communities. These initiatives often involve transforming neglected neighborhoods into vibrant spaces filled with parks, cultural institutions, and modern housing. The goal is to create livable cities that attract diverse populations and stimulate economic growth.

However, urban renewal can be controversial. Critics argue that it sometimes leads to gentrification, displacing longtime residents in favor of wealthier newcomers. Supporters contend that these projects breathe new life into cities, fostering innovation and improving quality of life for many. Successful urban renewal requires a delicate balance between preserving the character of neighborhoods and embracing modernization.

One of the most ambitious urban renewal efforts is the High Line in New York City. This elevated park, created from an abandoned railway, exemplifies how innovative design can transform underutilized spaces into thriving public areas. The High Line has become a beloved attraction, but its success has also sparked debates about its impact on the surrounding community.



Questions

1. In the context of the passage, what does the word "revitalize" most nearly mean in the sentence: "Cities around the world are embracing urban renewal projects to address aging infrastructure and revitalize communities"?

 - A. Replace completely
 - B. Restore strength and energy
 - C. Improve slightly
 - D. Preserve history

2. In the context of the passage, what does the phrase "breathe new life" suggest about urban renewal projects?

 - A. To introduce a sense of tradition
 - B. To invigorate or refresh
 - C. To delay further development
 - D. To cause controversy

3. What is the meaning of the word "delicate" in the phrase: "Successful urban renewal requires a delicate balance between preserving the character of neighborhoods and embracing modernization"?

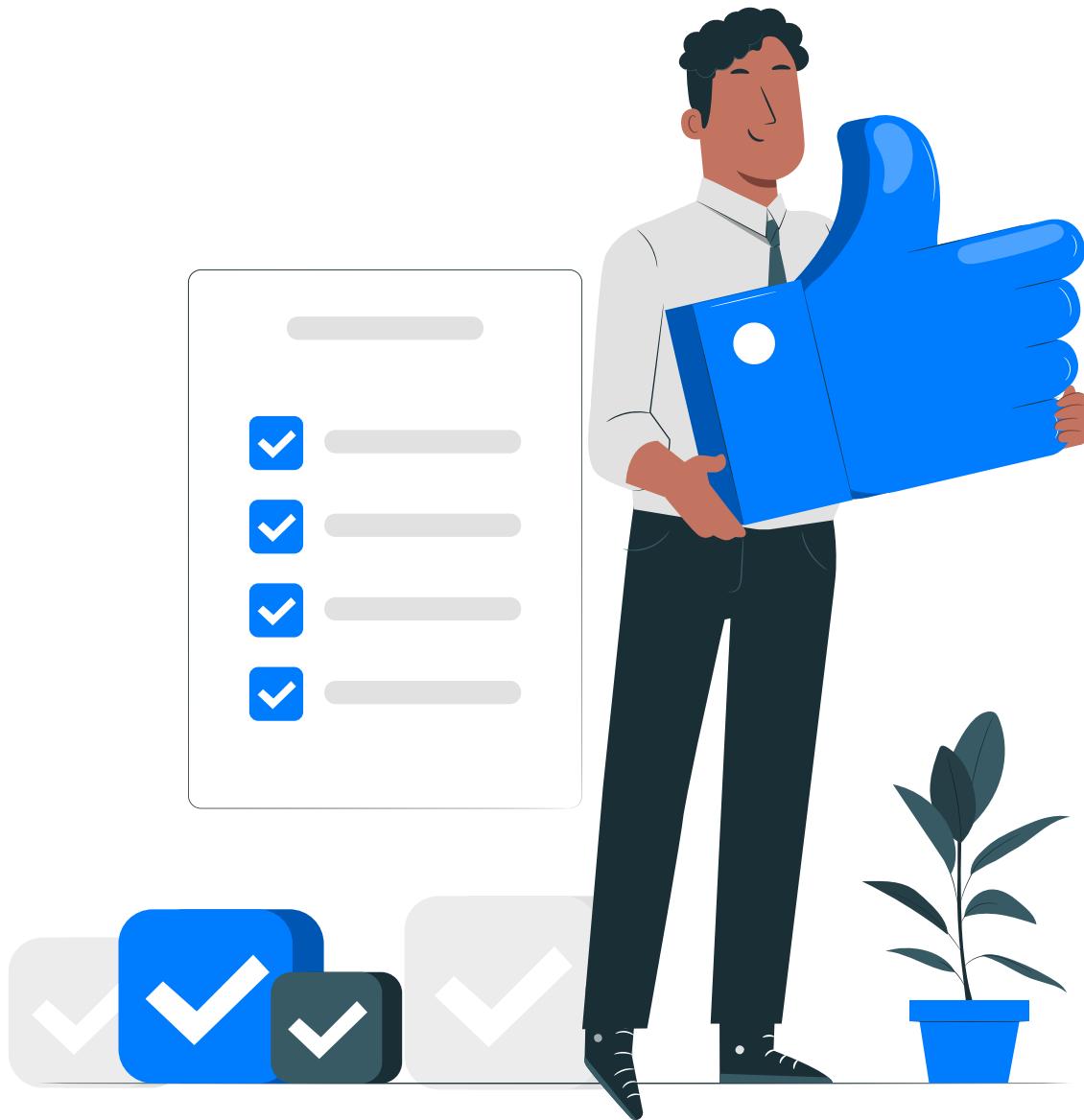
 - A. Fragile or easily broken
 - B. Requiring careful handling
 - C. Simple or easy to achieve
 - D. Expensive or luxurious

4. What does the word "exemplifies" most nearly mean in the sentence: "This elevated park, created from an abandoned railway, exemplifies how innovative design can transform underutilized spaces into thriving public areas"?

 - A. Criticizes
 - B. Demonstrates clearly
 - C. Prevents
 - D. Creates controversy

5. In the context of the passage, what does the word "ambitious" most nearly mean in the sentence: "One of the most ambitious urban renewal efforts is the High Line in New York City"?

- A. Overly complicated
- B. Modest or small in scale
- C. Bold and challenging
- D. Unsuccessful or ineffective



ACT Reading Passage 7:

5 Sequence of Events Questions Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the sequence of events questions that follow. These questions focus on understanding the order in which events occur or actions are described in the text. Each question includes an answer key with detailed explanations.

Passage: 7

The Evolution of Flight

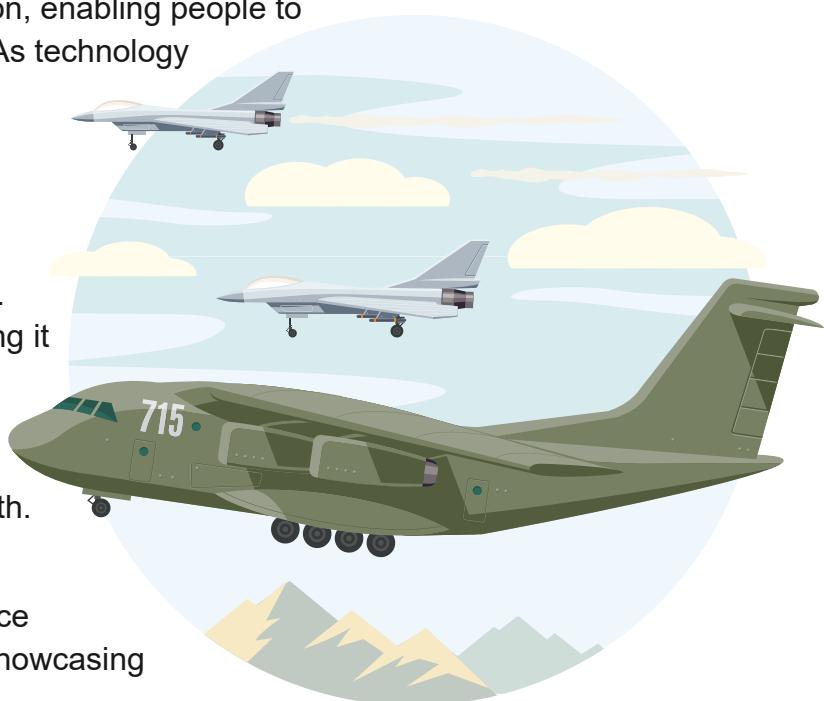
The dream of human flight has fascinated people for centuries. Early efforts included inventors like Leonardo da Vinci, who designed flying machines inspired by birds. Although his designs never took flight, they sparked a legacy of experimentation. Centuries later, the Montgolfier brothers launched the first hot air balloon in 1783, marking the beginning of human aviation.

The next major breakthrough came with the Wright brothers in 1903. Using principles of aerodynamics, they successfully built and flew the first powered airplane.

This achievement revolutionized transportation, enabling people to travel great distances quickly and efficiently. As technology advanced, airplanes became larger, faster, and safer.

In the mid-20th century, another leap in flight occurred with the development of jet engines. Jets transformed commercial air travel, making it accessible to millions of people worldwide. Soon after, space exploration became the next frontier, with the Apollo missions in the 1960s and 1970s taking humans beyond Earth.

From the sketches of da Vinci to modern space exploration, flight has evolved dramatically, showcasing humanity's ingenuity and determination.



Questions

- 1. Which event occurred first in the sequence described in the passage?**
 - A. The launch of the first hot air balloon by the Montgolfier brothers.
 - B. The development of jet engines.
 - C. Leonardo da Vinci's designs for flying machines.
 - D. The Wright brothers' successful powered flight.

- 2. What event followed the Wright brothers' powered flight?**
 - A. The launch of the first hot air balloon.
 - B. The development of jet engines.
 - C. Leonardo da Vinci's flying machine sketches.
 - D. The Apollo space missions.

- 3. What is the correct chronological order of the major advancements in flight described in the passage?**
 - A. Hot air balloon → Jet engines → Wright brothers → Apollo missions
 - B. Leonardo da Vinci → Hot air balloon → Wright brothers → Jet engines
 - C. Jet engines → Leonardo da Vinci → Apollo missions → Wright brothers
 - D. Wright brothers → Leonardo da Vinci → Hot air balloon → Jet engines

- 4. What event marked the transition to commercial air travel for the masses?**
 - A. The Wright brothers' first powered airplane.
 - B. The development of jet engines.
 - C. The launch of the first hot air balloon.
 - D. The Apollo space missions.

- 5. Which event happened most recently in the sequence described in the passage?**
 - A. The Wright brothers' powered flight.
 - B. The development of jet engines.
 - C. Space exploration with the Apollo missions.
 - D. The launch of the first hot air balloon.

ACT Reading Passage 8:

5 Author's Voice and Method Questions Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the author's voice and method questions that follow. These questions focus on the author's tone, perspective, and techniques used to present information. Each question includes an answer key with detailed explanations.

Passage: 8

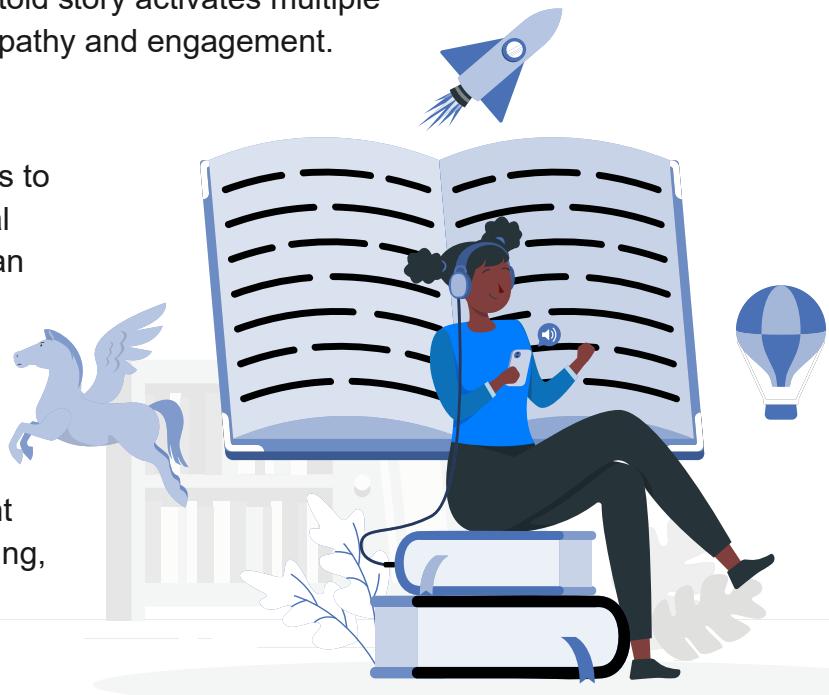
The Power of Storytelling

Storytelling has been a fundamental part of human culture for thousands of years. Long before the invention of writing, oral traditions passed down knowledge, history, and values from one generation to the next. These stories not only preserved cultures but also helped individuals make sense of the world around them.

Today, storytelling continues to be a powerful tool, whether in literature, film, or marketing. Authors and creators use stories to evoke emotions, inspire action, and foster connections. Neuroscientists have even discovered that hearing a well-told story activates multiple areas of the brain, creating a sense of empathy and engagement.

The art of storytelling is not confined to professionals. Everyday people use stories to connect with others, from sharing personal experiences to advocating for causes. In an increasingly digital age, storytelling remains vital in helping people navigate complex information and build relationships.

Storytelling is more than just entertainment—it is a means of understanding, connecting, and transforming the human experience.



Questions

- 1. What is the tone of the passage?**
 - A. Critical and skeptical
 - B. Optimistic and appreciative
 - C. Detached and neutral
 - D. Pessimistic and cynical

- 2. What technique does the author use to emphasize the importance of storytelling?**
 - A. Listing scientific discoveries without context
 - B. Providing historical examples and modern applications
 - C. Describing only one specific use of storytelling
 - D. Presenting storytelling as a declining art form

- 3. What is the author's purpose in writing this passage?**
 - A. To argue against digital storytelling
 - B. To highlight the benefits and versatility of storytelling
 - C. To question the role of storytelling in modern society
 - D. To criticize the commercialization of storytelling

- 4. What rhetorical strategy does the author use to appeal to the reader's emotions?**
 - A. Logical arguments supported by statistics
 - B. Anecdotes about ancient storytelling traditions
 - C. Descriptions of how storytelling evokes empathy and connection
 - D. Comparisons between storytelling and other art forms

- 5. How does the author's perspective shape the message of the passage?**
 - A. The author critiques storytelling as outdated.
 - B. The author views storytelling as a timeless and transformative tool.
 - C. The author presents storytelling as a niche skill for professionals.
 - D. The author questions the cultural value of storytelling.

ACT Reading Passage 9:

5 Social Studies Passage Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the questions that follow. These questions are designed to assess your comprehension, inference, and analytical skills. Each question includes an answer key with detailed explanations.

Passage: 9 The Industrial Revolution and Urbanization

The Industrial Revolution, which began in the late 18th century, marked a dramatic shift in the way goods were produced and economies operated. Powered by new inventions like the steam engine and mechanized looms, industries expanded rapidly, creating unprecedented levels of productivity. This transformation not only reshaped the economy but also brought significant social changes.

One of the most notable impacts of the Industrial Revolution was urbanization. As factories proliferated in cities, people migrated from rural areas in search of work. By the mid-19th century, urban centers like Manchester and Birmingham had become bustling industrial hubs. However, this rapid urban growth came with challenges. Overcrowded living conditions, poor sanitation, and unsafe working environments were common in these cities.

Despite these hardships, the Industrial Revolution also brought advancements in infrastructure and public services.

Railways and canals improved transportation, while reforms in public health and housing gradually improved living standards. By the late 19th century, urban life was beginning to balance its challenges with its benefits, paving the way for modern cities as we know them today.



Questions

- 1. What was one major driver of the Industrial Revolution, according to the passage?**
 - A. The expansion of agriculture.
 - B. The invention of the steam engine.
 - C. Advances in public health.
 - D. The growth of small rural businesses.

- 2. What effect did the Industrial Revolution have on urbanization?**
 - A. It caused cities to become less populated.
 - B. It led people to migrate from cities to rural areas.
 - C. It spurred the growth of urban centers due to industrial jobs.
 - D. It eliminated the need for factories in cities.

- 3. What is the author's perspective on urbanization during the Industrial Revolution?**
 - A. It was entirely beneficial for society.
 - B. It created challenges but also led to long-term improvements.
 - C. It was primarily a negative development.
 - D. It had no significant impact on modern cities.

- 4. What challenge associated with urbanization is mentioned in the passage?**
 - A. Declining agricultural productivity.
 - B. Overcrowded living conditions and poor sanitation.
 - C. The rise of unemployment in industrial cities.
 - D. Lack of technological advancements in transportation.

- 5. What advancement helped address some of the challenges of urbanization?**
 - A. The invention of mechanized looms.
 - B. The expansion of railways and canals.
 - C. The migration of people back to rural areas.
 - D. The creation of small-scale rural factories.

ACT Reading Passage 10:

5 Natural Sciences Passage Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the questions that follow. These questions assess your comprehension, inference, and analytical skills. Each question includes an answer key with detailed explanations.

Passage: 10 **The Role of Enzymes in Metabolism**

Enzymes are biological molecules that play a critical role in metabolic processes. These specialized proteins act as catalysts, speeding up chemical reactions that would otherwise occur too slowly to sustain life. Each enzyme is highly specific, typically binding to a single substrate and facilitating its transformation into a product.

One example of enzymatic action is the breakdown of glucose during cellular respiration. The enzyme hexokinase initiates this process by adding a phosphate group to glucose, enabling it to enter a series of reactions that produce energy in the form of adenosine triphosphate (ATP). Without enzymes like hexokinase, the production of ATP would be too slow to meet the energy demands of most cells.



Enzymes also play a role in regulating metabolic pathways. Feedback inhibition is a mechanism where the end product of a pathway inhibits an enzyme involved earlier in the process. This ensures that cells do not produce more of a substance than is necessary, conserving energy and resources.

Research into enzymes has practical applications in medicine and industry. For instance, enzymes are used in drug development to target specific diseases and in the production of biofuels to break down plant material into usable energy. Understanding how enzymes work at a molecular level has the potential to revolutionize various fields of science and technology.

Questions

1. What is the primary function of enzymes, as described in the passage?

- A. To slow down chemical reactions.
- B. To store energy in cells.
- C. To speed up chemical reactions.
- D. To replace substrates in metabolic pathways.

2. Which enzyme is mentioned as initiating the breakdown of glucose?

- A. ATPase
- B. Hexokinase
- C. Glucose oxidase
- D. Lactase

3. What is the purpose of feedback inhibition in metabolic pathways?

- A. To increase the speed of chemical reactions.
- B. To regulate enzyme production.
- C. To prevent the overproduction of certain substances.
- D. To replace enzymes that have been used up.

4. Which of the following is an example of how enzymes are used in industry, according to the passage?

- A. Regulating cellular respiration.
- B. Breaking down plant material into biofuels.
- C. Speeding up the production of glucose.
- D. Slowing down metabolic pathways to conserve energy.

5. What is the author's attitude toward research on enzymes?

- A. Skeptical of its benefits.
- B. Enthusiastic about its potential.
- C. Indifferent to its implications.
- D. Critical of its practical applications.



ACT Reading Passage 11:

5 Prose Fiction Passage Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the questions that follow. These questions assess your comprehension, inference, and analytical skills related to fiction. Each question includes an answer key with detailed explanations.

Passage: 11

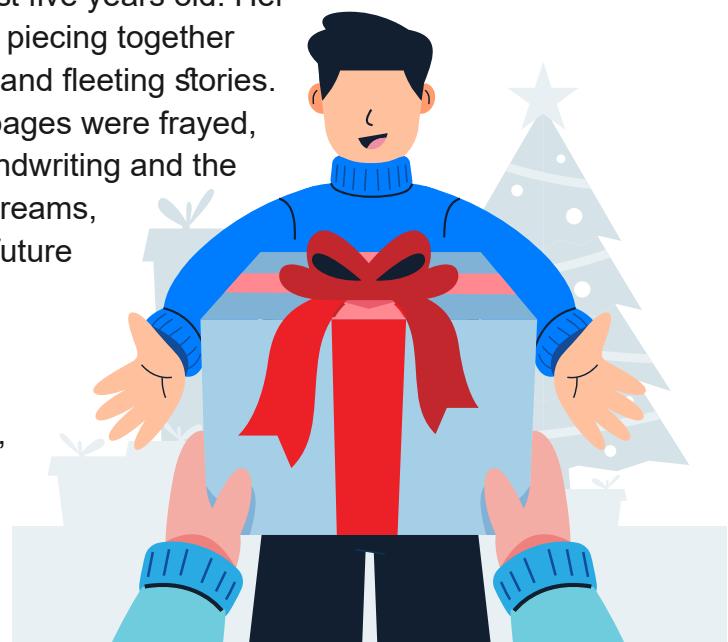
An Unexpected Gift

Miriam loved her quiet life in the small town of Willow Creek. Every day she followed the same routine—opening her bookshop at nine, serving regular customers with a warm smile, and closing at six to spend the evening with her cat, Oliver. It wasn’t exciting, but it was comfortable.

One cold January morning, a package arrived at the shop addressed to her. She frowned. It had no return address, and she didn’t remember ordering anything. Inside, she found a leather-bound journal with a handwritten note: “Dear Miriam, this belonged to your mother. I think you should have it now.”

Miriam’s mother had passed away when she was just five years old. Her father rarely spoke of her, and Miriam had grown up piecing together fragments of her mother’s life from old photographs and fleeting stories. The journal’s cover was worn, and the edges of its pages were frayed, but as she opened it, she was struck by the neat handwriting and the heartfelt entries. Her mother had written about her dreams, her love for Miriam, and her plans for the future—a future cut short too soon.

As Miriam read, tears blurred her vision. She felt a connection she’d never known before. That evening, as the snow fell gently outside her window, she lit a candle and wrote her first entry in the journal. It was a letter to her mother, thanking her for the unexpected gift.



Questions

- 1. What can be inferred about Miriam's life before she received the journal?**
 - A. She was unhappy and lonely.
 - B. She found comfort in her predictable routine.
 - C. She disliked running her bookshop.
 - D. She spent most of her time traveling.
- 2. Why was the journal significant to Miriam?**
 - A. It helped her reconnect with her father.
 - B. It allowed her to learn more about her mother.
 - C. It contained detailed instructions about running a bookshop.
 - D. It was a rare collector's item.
- 3. What does the snow falling outside symbolize in the passage?**
 - A. The hardships of life.
 - B. The warmth of family relationships.
 - C. A fresh start or new beginning.
 - D. The passage of time.
- 4. Which of the following best describes the tone of the passage?**
 - A. Suspenseful and foreboding.
 - B. Reflective and heartfelt.
 - C. Humorous and lighthearted.
 - D. Detached and neutral.
- 5. What does Miriam's action at the end of the story suggest about her emotional state?**
 - A. She feels grateful and connected to her mother.
 - B. She regrets opening the journal.
 - C. She is overwhelmed and unsure how to process her emotions.
 - D. She feels indifferent to her mother's past.

ACT Reading Passage 12:

5 Humanities Passage Skill Exercises

(4 minutes 22 seconds)

Instructions:

Read the passage below and answer the questions that follow. These questions assess your comprehension, inference, and analytical skills related to humanities-based content. Each question includes an answer key with detailed explanations.

Passage: 12

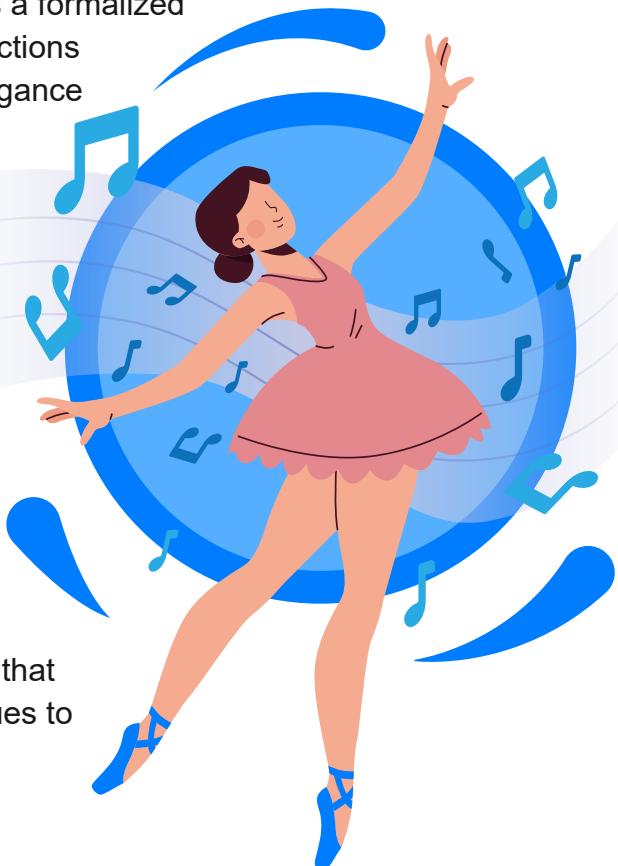
The Art of Ballet

Ballet is often described as a marriage of athleticism and artistry. With its roots in the Italian Renaissance courts of the 15th century, ballet evolved into a highly disciplined and expressive form of dance. Over time, it spread across Europe, gaining popularity in France and Russia, where it flourished under royal patronage.

By the 19th century, classical ballet had established itself as a formalized art form with specific techniques and roles. Signature productions such as *Swan Lake* and *The Nutcracker* showcased the elegance and technical precision of the genre. Dancers underwent rigorous training to perform gravity-defying leaps, intricate footwork, and graceful arm movements.

In the 20th century, ballet underwent significant transformation. Choreographers like George Balanchine introduced neoclassical ballet, stripping away some of its rigid traditions to focus on speed, musicality, and innovation. Meanwhile, contemporary ballet fused elements of modern dance, creating a more fluid and experimental approach.

Despite its evolution, ballet remains a demanding discipline that requires immense physical and mental dedication. It continues to captivate audiences worldwide, combining centuries-old techniques with the creativity of modern storytelling.



Questions

1. What does the passage suggest about the origins of ballet?

- A. It originated in France during the 19th century.
- B. It was first performed in Russian royal courts.
- C. It began in the Italian Renaissance courts of the 15th century.
- D. It was created by George Balanchine in the 20th century.

2. What is one way ballet transformed during the 20th century?

- A. It returned to its Renaissance roots.
- B. It focused exclusively on traditional productions.
- C. It incorporated modern dance elements.
- D. It abandoned musicality and precision.

3. What is the primary purpose of the passage?

- A. To argue that ballet is outdated and irrelevant.
- B. To provide a historical overview of ballet's evolution.
- C. To critique the rigid traditions of classical ballet.
- D. To promote contemporary ballet as the superior form.

4. Which of the following best describes the tone of the passage?

- A. Dismissive and critical.
- B. Enthusiastic and celebratory.
- C. Neutral and detached.
- D. Humorous and lighthearted.

5. What does the passage suggest about the challenges of ballet?

- A. Ballet primarily focuses on entertainment, requiring minimal effort.
- B. Ballet demands intense physical and mental discipline.
- C. Ballet has become less demanding over time.
- D. Ballet performers do not require extensive training.

SKILL EXERCISES

ANSWERS AND EXPLANATIONS



Passage - 1

Detail Questions

1. According to the passage, what percentage of the world's food crops are pollinated by bees?

 **Correct Answer:** c) 75%

 **Explanation:** The passage explicitly states that bees pollinate "nearly 75% of the world's food crops."

2. What are some of the main causes of the decline in bee populations mentioned in the passage?

 **Correct Answer:** b) Habitat loss, pesticide use, and climate change.

 **Explanation:** These causes are directly listed in the second paragraph of the passage.

3. When was Colony Collapse Disorder (CCD) first identified?

 **Correct Answer:** c) 2006

 **Explanation:** The passage states that CCD was first identified in 2006.

4. What does the passage suggest as one way to help address the bee crisis?

 **Correct Answer:** b) Reducing pesticide use and planting pollinator-friendly gardens.

 **Explanation:** The passage mentions these specific actions as part of efforts to address the decline in bee populations.

5. According to the passage, what is one consequence of losing bees?

 **Correct Answer:** c) A decline in crop yields and scarcity of certain foods.

 **Explanation:** The passage notes that without bees, crop yields would decrease, and certain foods would become scarce.



Passage - 2

Main Idea

1. What is the main idea of the passage?

Correct Answer: b) Libraries are adapting to modern needs and remain essential to communities.

Explanation: The passage emphasizes how libraries have evolved to meet modern challenges while maintaining their crucial role in communities.

2. What does the author suggest about the challenges libraries face?

Correct Answer: c) Libraries face funding issues but are adapting to meet modern needs.

Explanation: The passage acknowledges declining funding and the rise of digital media as challenges but highlights how libraries are adapting through innovation.

3. Which of the following best summarizes the role of libraries according to the passage?

Correct Answer: b) Libraries are community hubs offering diverse resources and services.

Explanation: The passage describes libraries as places offering books, technology, events, and other services that foster education and community engagement.

4. What is the tone of the passage regarding the future of libraries?

Correct Answer: a) Optimistic about their ability to adapt.

Explanation: The passage focuses on the resilience and adaptability of libraries, demonstrating a positive outlook on their future.

5. What is the author's purpose in writing this passage?

Correct Answer: b) To describe how libraries are evolving to remain relevant.

Explanation: The passage highlights how libraries have adapted to meet changing needs, emphasizing their continued importance in modern society.

Passage - 3 Comparative Relationships

1. How does the passage compare renewable energy to fossil fuels in terms of environmental impact?

Correct Answer: b) Fossil fuels produce more greenhouse gases than renewable energy.

Explanation: The passage explicitly states that fossil fuels release greenhouse gases, while renewable energy produces little to no emissions.

2. What advantage of fossil fuels is highlighted in the passage?

Correct Answer: b) Fossil fuels are supported by established infrastructure.

Explanation: The passage notes that fossil fuels remain dominant because of their affordability and established infrastructure.

3. What challenge does the passage mention about renewable energy?

Correct Answer: c) Renewable energy production can be variable.

Explanation: The passage mentions that renewable energy faces challenges such as variable energy production and high initial costs.

4. According to the passage, what do supporters of fossil fuels and advocates for renewables agree on?

Correct Answer: b) The importance of energy security.

Explanation: Both groups acknowledge the importance of ensuring reliable energy access, though they differ on how to achieve it.

5. What is the author's perspective on the renewable energy vs. fossil fuel debate?

Correct Answer: c) The author advocates for balancing the strengths and weaknesses of both.

Explanation: The passage concludes by emphasizing the need to balance the benefits and limitations of both energy sources to create a sustainable future.

Passage - 4 Cause-Effect Relationships

1. What is the primary cause of coral reef degradation mentioned in the passage?

 **Correct Answer:** c) Climate change.

 **Explanation:** The passage identifies climate change as the primary cause of coral reef degradation due to its impact on ocean temperatures and coral bleaching.

2. What effect does coral bleaching have on coral reefs?

 **Correct Answer:** b) It causes corals to lose their primary source of nutrients.

 **Explanation:** The passage explains that coral bleaching causes corals to expel algae, which provide them with essential nutrients and their vibrant colors.

3. How does overfishing affect coral reefs?

 **Correct Answer:** b) It disrupts the balance of reef ecosystems.

 **Explanation:** The passage states that overfishing disrupts the ecological balance of coral reefs, leading to further degradation.

4. What is one cause of ocean acidification mentioned in the passage?

 **Correct Answer:** b) Rising levels of carbon dioxide in the atmosphere.

 **Explanation:** The passage links increased atmospheric carbon dioxide to ocean acidification, which impacts coral skeleton formation.

5. What is one effect of coral reef decline on human communities?

 **Correct Answer:** c) Economic hardships for communities reliant on reefs.

 **Explanation:** The passage describes how communities that depend on coral reefs for fishing and tourism experience economic difficulties when reefs decline.

Passage - 5 Generalizations

1. Which generalization can be made about urban green spaces based on the passage?

Correct Answer: b) Urban areas with more green spaces are more sustainable and healthier.

Explanation: The passage highlights the environmental and health benefits of green spaces, emphasizing their contribution to sustainability and well-being.

2. What does the passage suggest about the relationship between green spaces and mental health?

Correct Answer: b) Proximity to green spaces is linked to improved mental well-being.

Explanation: The passage states that individuals living near green spaces report lower stress levels and higher overall well-being, linking green spaces to mental health benefits.

3. What overarching conclusion does the passage make about green spaces in low-income neighborhoods?

Correct Answer: b) They are less common, leading to disparities in access and benefits.

Explanation: The passage notes that low-income neighborhoods have fewer parks and less greenery, highlighting an inequity in access to green spaces.

1. Based on the passage, what generalization can be made about equitable urban planning?

Correct Answer: b) It focuses on ensuring all neighborhoods have access to green spaces.

Explanation: The passage advocates for equitable urban planning to address disparities in access to green spaces across different neighborhoods.

5. What is a general benefit of investing in green infrastructure according to the passage?

Correct Answer: b) It fosters healthier, more sustainable communities.

Explanation: The passage concludes by emphasizing that green infrastructure investments can create healthier, more connected, and more sustainable urban communities.

Passage - 6 Vocabulary-in-Context

1. What does the word "revitalize" most nearly mean?

 **Correct Answer:** b) Restore strength and energy

 **Explanation:** The passage discusses urban renewal projects that transform neglected areas into vibrant communities, suggesting "revitalize" means to bring back energy and life.

2. What does the phrase "breathe new life" suggest about urban renewal projects?

 **Correct Answer:** b) To invigorate or refresh

 **Explanation:** The phrase implies that urban renewal projects refresh and rejuvenate cities, making them more appealing and lively.

3. What is the meaning of the word "delicate" in the phrase about balancing preservation and modernization?

 **Correct Answer:** b) Requiring careful handling

 **Explanation:** The passage indicates that balancing preservation with modernization is a challenge that needs thoughtful and careful planning.

4. What does the word "exemplifies" most nearly mean?

 **Correct Answer:** b) Demonstrates clearly

 **Explanation:** The High Line is provided as an example of how urban renewal can transform spaces, making "exemplifies" mean "demonstrates clearly."

5. What does the word "ambitious" most nearly mean?

 **Correct Answer:** c) Bold and challenging

 **Explanation:** The passage describes the High Line as a significant project, indicating that "ambitious" refers to its bold and challenging nature.



Passage - 7

Sequence of Events

1. Which event occurred first in the sequence described in the passage?

 **Correct Answer:** c) Leonardo da Vinci's designs for flying machines.

 **Explanation:** The passage begins with da Vinci's designs, noting that they predated the hot air balloon and other advancements.

2. What event followed the Wright brothers' powered flight?

 **Correct Answer:** b) The development of jet engines.

 **Explanation:** After the Wright brothers' flight in 1903, the next advancement described is the development of jet engines in the mid-20th century.

3. What is the correct chronological order of the major advancements in flight described in the passage?

 **Correct Answer:** b) Leonardo da Vinci → Hot air balloon → Wright brothers
→ Jet engines

 **Explanation:** The passage follows this order: da Vinci's designs, the Montgolfier brothers' hot air balloon in 1783, the Wright brothers' flight in 1903, and then jet engines in the mid 20th century.

4. What event marked the transition to commercial air travel for the masses?

 **Correct Answer:** b) The development of jet engines.

 **Explanation:** The passage states that jet engines made commercial air travel accessible to millions worldwide.

5. Which event happened most recently in the sequence described in the passage?

 **Correct Answer:** c) Space exploration with the Apollo missions.

 **Explanation:** The Apollo missions of the 1960s and 1970s are the most recent events discussed in the passage.

Passage - 8 Author's Voice and Method

1. What is the tone of the passage?

Correct Answer: b) Optimistic and appreciative

Explanation: The author highlights the enduring value of storytelling across time, expressing admiration for its ability to connect and inspire.

2. What technique does the author use to emphasize the importance of storytelling?

Correct Answer: b) Providing historical examples and modern applications

Explanation: The passage discusses both the historical significance of oral traditions and the modern uses of storytelling, such as in literature and neuro-science.

3. What is the author's purpose in writing this passage?

Correct Answer: b) To highlight the benefits and versatility of storytelling

Explanation: The author describes storytelling as a tool for preserving culture, evoking emotions, and fostering human connections, emphasizing its versatility.

4. What rhetorical strategy does the author use to appeal to the reader's emotions?

Correct Answer: c) Descriptions of how storytelling evokes empathy and connection

Explanation: The author mentions how stories activate multiple areas of the brain and foster empathy, appealing to the reader's emotional understanding of storytelling.

5. How does the author's perspective shape the message of the passage?

Correct Answer: b) The author views storytelling as a timeless and transformative tool.

Explanation: The passage describes storytelling as vital across history and in modern times, framing it as an enduring and impactful aspect of human experience.

Passage - 9 Social Studies Passage

1. What was one major driver of the Industrial Revolution, according to the passage?

 **Correct Answer:** b) The invention of the steam engine.

 **Explanation:** The passage highlights the steam engine as a key invention that powered industries and contributed to increased productivity.

2. What effect did the Industrial Revolution have on urbanization?

 **Correct Answer:** c) It spurred the growth of urban centers due to industrial jobs.

 **Explanation:** The passage describes how factories in cities attracted people from rural areas, leading to urbanization.

3. What is the author's perspective on urbanization during the Industrial Revolution?

 **Correct Answer:** b) It created challenges but also led to long-term improvements.

 **Explanation:** While the author acknowledges overcrowding and poor sanitation, they also note advancements in infrastructure and public health.

4. What challenge associated with urbanization is mentioned in the passage?

 **Correct Answer:** b) Overcrowded living conditions and poor sanitation.

 **Explanation:** The passage explicitly mentions these as common problems in rapidly growing urban centers.

5. What advancement helped address some of the challenges of urbanization?

 **Correct Answer:** b) The expansion of railways and canals.

 **Explanation:** The passage states that railways and canals improved transportation and were part of the advancements that addressed urban challenges.

Passage - 10 Natural Sciences Passage

1. What is the primary function of enzymes, as described in the passage?

Correct Answer: c) To speed up chemical reactions.

Explanation: The passage states that enzymes act as catalysts, accelerating chemical reactions that would otherwise occur too slowly.

2. Which enzyme is mentioned as initiating the breakdown of glucose?

Correct Answer: b) Hexokinase

Explanation: The passage specifically names hexokinase as the enzyme that adds a phosphate group to glucose during cellular respiration.

3. What is the purpose of feedback inhibition in metabolic pathways?

Correct Answer: c) To prevent the overproduction of certain substances.

Explanation: The passage explains that feedback inhibition helps cells conserve energy by ensuring that they do not produce more of a substance than is necessary.

4. Which of the following is an example of how enzymes are used in industry, according to the passage?

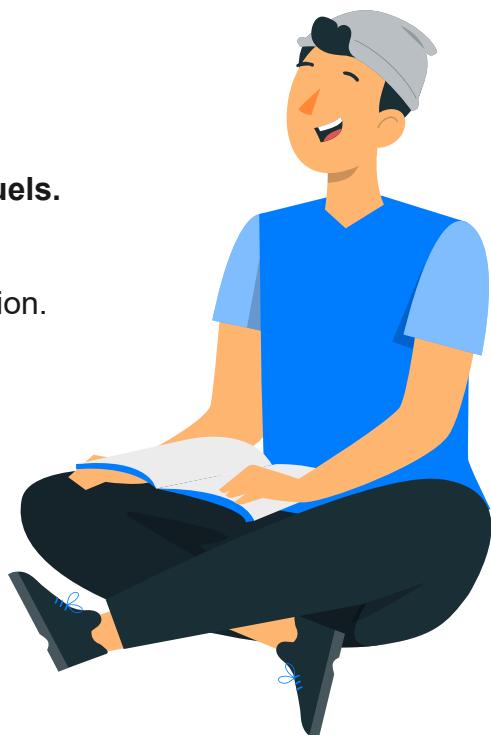
Correct Answer: b) Breaking down plant material into biofuels.

Explanation: The passage highlights the use of enzymes in biofuel production as an industrial application.

5. What is the author's attitude toward research on enzymes?

Correct Answer: b) Enthusiastic about its potential.

Explanation: The passage describes the potential of enzyme research to revolutionize medicine and industry, indicating an optimistic and enthusiastic perspective.



Passage - 11 Prose Fiction Passage

1. What can be inferred about Miriam's life before she received the journal?

 **Correct Answer:** b) She found comfort in her predictable routine.

 **Explanation:** The passage describes Miriam's life as quiet and comfortable, suggesting that she valued the stability of her routine.

2. Why was the journal significant to Miriam?

 **Correct Answer:** b) It allowed her to learn more about her mother.

 **Explanation:** The journal contained heartfelt entries from her mother, offering Miriam insights into her mother's life and feelings.

3. What does the snow falling outside symbolize in the passage?

 **Correct Answer:** c) A fresh start or new beginning.

 **Explanation:** The snow and Miriam's decision to write in the journal signify a new chapter in her life as she connects with her mother in a meaningful way.

4. Which of the following best describes the tone of the passage?

 **Correct Answer:** b) Reflective and heartfelt.

 **Explanation:** The story is introspective, with Miriam reflecting on her mother's life and her own emotions, creating a tone of warmth and depth.

5. What does Miriam's action at the end of the story suggest about her emotional state?

 **Correct Answer:** a) She feels grateful and connected to her mother.

 **Explanation:** Miriam writes a letter to her mother in the journal, expressing gratitude for the gift, which reflects her newfound emotional connection.

Passage - 12 Humanities Passage

1. What does the passage suggest about the origins of ballet?

 **Correct Answer:** c) It began in the Italian Renaissance courts of the 15th century.

 **Explanation:** The passage explicitly states that ballet originated in the Italian Renaissance courts of the 15th century.

2. What is one way ballet transformed during the 20th century?

 **Correct Answer:** c) It incorporated modern dance elements.

 **Explanation:** The passage describes how contemporary ballet fused modern dance with traditional techniques to create a more experimental style.

3. What is the primary purpose of the passage?

 **Correct Answer:** b) To provide a historical overview of ballet's evolution.

 **Explanation:** The passage traces ballet's development from its origins to its modern forms, focusing on how it has evolved over time.

4. Which of the following best describes the tone of the passage?

 **Correct Answer:** b) Enthusiastic and celebratory.

 **Explanation:** The passage highlights the beauty, creativity, and enduring appeal of ballet, reflecting an appreciative tone.

5. What does the passage suggest about the challenges of ballet?

 **Correct Answer:** b) Ballet demands intense physical and mental discipline.

 **Explanation:** The passage notes that ballet requires immense dedication and training, emphasizing the rigorous nature of the discipline.

ACT READING PRACTICE TEST



PRACTICE TEST - 1

8 Minutes 45 Seconds – 10 Questions

DIRECTIONS:

This practice test includes a passage followed by ten questions. Read the passage and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passage as often as necessary when answering the questions.[Left side numbers indicate line-count]

PASSAGE - 1

LITERARY NARRATIVE:

This passage is adapted from "The Magic Shop," by H. G. Wells, originally published in 1903.

I had seen the Magic Shop from afar several times; I had passed it once or twice, a shop window of alluring little objects, magic balls, magic hens, wonderful cones, ventriloquist dolls, the basket trick, packs of cards that LOOKED all right, and all that sort of thing, but never had I thought of going in, until one day, almost without warning, Gip hauled me by my finger right up to the window and so conducted himself that there was nothing for it but to take him in. I had not even been sure that the place was there, to tell the truth. It was a modest-sized frontage in Regent Street, between the picture shop and the place where the chicks run about just out of patent incubators, but there it was sure enough.

I had fancied it was down nearer the Circus, or round the corner in Oxford Street, or even in Holborn; always over the way and a little inaccessible it had been, with something of the mirage in its position; but here it was now quite indisputably, and the fat end of Gip's pointing finger made a noise upon the glass. "If I was rich," said Gip, dabbing a finger at the Disappearing Egg, "I'd buy myself that. And that"-which was The Crying Baby, Very Human-"and that," which was a mystery, and called, so a neat card asserted, "Buy One and Astonish Your Friends." "Anything," said Gip, "will disappear under one of those cones. I have read about it in a book. And there, dadda, is the Vanishing Halfpenny-, only they've put it this way up so's we can't see how it's done." Gip, dear boy, inherits his



15 mother's breeding, and he did not propose to enter the shop or worry in any way; only, you know, quite unconsciously he lugged my finger doorward, and he made his interest clear. "That," he said, and pointed to the Magic Bottle. "If you had that?" I said; at which promising inquiry he looked up with a sudden radiance. "I could show it to Jessie," he said, thoughtful as ever of others.

20 "It's less than a hundred days to your birthday, Gibbles," I said, and laid my hand on the door-handle. Gip made no answer, but his grip tightened on my finger, and so we came into the shop. It was no common shop this; it was a magic shop, and all the prancing precedence Gip would have taken in the matter of mere toys was wanting. He left the burden of the conversation to me. It was a little, narrow shop, not very well lit, and the door-bell pinged again with a plaintive note as we

25 closed it behind us. For a moment or so, we were alone and could glance about us. There was a tiger in papier-mache on the glass case that covered the low counter-a grave, kind-eyed tiger that waggled his head in a methodical manner; there were several crystal spheres, a china hand holding magic cards, a stock of magic fish-bowls in various sizes, and an immodest magic hat that shamelessly displayed its springs. On the floor were magic mirrors; one to draw you out long

30 and thin, one to swell your head and vanish your legs, and one to make you short and fat; and while we were laughing at these, the shopman came in.

At any rate, there he was behind the counter-a curious, sallow, dark man, with one ear larger than the other and a chin like the toe-cap of a boot. "What can we have the pleasure?" he said, spreading his long, magic fingers on the glass case; and so with a start we were aware of him.

35 "I want," I said, "to buy my little boy a few simple tricks." "Legerdemain?" he asked. "Mechanical? Domestic?" "Anything amusing?" said I. "Um!" said the shop-man, and scratched his head for a moment as if thinking. Then, quite distinctly, he drew from his head a glass ball. "Something in this way?" he said, and held it out. The action was unexpected. I had seen the trick done at entertainments endless times before-it's part of the common stock of conjurers-but I had not expected it here. "That's good," I said, with a laugh. "Isn't it?" said the shopman. Gip stretched out his disengaged hand to take this object and found merely a blank palm. "It's in your pocket,"

40 said the shopman, and there it was! "How much will that be?" I asked. "We make no charge for glass balls," said the shopman politely. "We get them"-he picked one out of his elbow as he spoke-free." He produced another from the back of his neck, and he laid it beside its predecessor on the counter.

45 Gip regarded his glass ball sagely, then directed a look of inquiry at the two on the counter, and finally brought his round-eyed scrutiny to the shopman, who smiled. "You may have those too," said the shopman, "and, if you DON'T mind, one from my mouth, SO!" Gip counseled me mutely for a moment, and then in a profound silence he put away the four balls, resumed my reassuring finger, and nerved himself for the next event.

1. As it is used in the passage (line 8), the word fancied most nearly means:

 - A. embellished.
 - B. imagined.
 - C. stated.
 - D. pretended.

2. It can be inferred from the passage that the narrator felt the magic shop's location to be:

 - F. logical and commonplace.
 - G. strange and out of place.
 - H. fun and exciting.
 - J. warm and inviting.

3. The passage suggests that the narrator first learned about the Magic Shop:

 - A. when he had passed it before.
 - B. when Gip led him there.
 - C. when he was a little boy.
 - D. when he moved into the town.

4. The narrator states that Gip "did not propose to enter the shop or worry in any way" in the second paragraph. This description suggests that Gip:

 - F. was worried about his mother.
 - G. began to have a temper tantrum because he wanted to go into the store.
 - H. was not capable of speaking.
 - J. was a polite child.

5. The narrator considers the clerk's behavior, as it is described in Paragraph 4, as:

 - A. surprising.
 - B. frightening.
 - C. confusing.
 - D. predictable.

- 6. Gip's reaction to the shopman's first trick can best be described as:**
- F. quietly astonished; he takes the glass balls and then goes back to holding his father's hand.
- G. uncomfortably disturbed; he signals to his father that he wishes to leave the shop.
- H. obviously frustrated; he wants to know how the tricks are done.
- J. unamused; he feels the shopman is playing tricks on him.
- 7. It can be inferred from the passage that the relationship between the narrator and his son is one best characterized by:**
- A. misunderstanding.
- B. annoyance.
- C. enjoyment.
- D. patience.
- 8. It can be reasonably inferred that Gip's feeling about entering the Magic Shop is:**
- F. frustration.
- G. anxiety.
- H. uncertainty.
- J. excitement.
- 9. The description in Paragraph 4 suggests that the shopman's sudden presence causes the narrator and his son to:**
- A. stop laughing together.
- B. begin asking endless questions.
- C. leave the shop.
- D. laugh at him.
- 10. According to the last sentence in the passage, Gip was ready to:**
- F. start crying.
- G. make his purchases.
- H. run out of the store.
- J. see the next trick.

PRACTICE TEST - 2

8 Minutes 45 Seconds – 10 Questions

DIRECTIONS:

This practice test includes a passage followed by ten questions. Read the passage and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passage as often as necessary when answering the questions. [Left side numbers indicate line-count]

PASSAGE - 2 SOCIAL SCIENCE:

Alaska, the Beautiful?

- I was a ten-year-old girl in the middle of fifth grade on the day that Alaska garnered the forty-ninth star on the American flag. I clearly remember all the hoopla and celebration. Nearly fifty years later, however, Alaska remains an enigma to me. Having never visited this remote area, I still think of Alaska as little but cold, dark, and desolate, in stark contrast to my image of the golden sunshine and warm breezes of Hawaii, the fiftieth state. At one point in our married life,
- 5 my husband and I discussed the possibility of pulling up stakes and moving the family to Alaska. A friend of ours had done so several years before and was now earning six digits as a high school principal there. As tempting as it sounded, however, I couldn't get past the idea of living in the vicinity of Siberia, so we never went, not even for a visit with our friend.
- 10 So how did this vast and relatively untouched land, a region that is so geographically, and seemingly in all other ways so far removed, become part of the United States? The evolution of this nearly 600,000 square miles of land from U.S. territory to statehood took almost 100 years from beginning to end. In March of 1867, an agreement known as "Seward's Folly" was made between Russia and then Secretary of State William H. Seward to obtain this territory for a mere \$7.2 million. As the name of this pact suggests, many people marveled at the apparent stupidity of
- 15 such a plan. What, after all, did this place called Alaska have to offer the rest of the country?

The Klondike Gold Rush in 1897 was probably the first concrete evidence that Alaska did have something to offer. For over a decade, more than 30,000 miners, fishermen, and trappers entered regions of Alaska, developing a colonial economy in which Alaska's land and water resources

20 were taken out and sold elsewhere. In effect, Alaska's own natural wealth was being stripped for the benefit of a handful of outside entrepreneurs. At this time, Alaska was functioning under the First Organic Act of 1884, which provided the territory with judges, clerks, and marshals. These officials, however, numbered only 13, and so were often not effective. As Alaska's resources were being exploited and public unrest was brewing, Congress passed the Second Organic Act in 1912.

25 This act gave official territory status to Alaska and also appropriated a legislature of eight elected Senators and sixteen elected Members of the House. However, the territory's governor was to be appointed by Congress rather than freely elected, and all acts passed by the local bodies of government were subject to the approval of Congress. The federal government also maintained power over Alaska's vast resources, power that ultimately led to Alaska's statehood. These acts of

30 Congress sealed the concept of Alaska being a part of the United States.

Alaska's first bill requesting statehood was introduced to Congress in 1916. Without a push from Alaska's 58,000 residents, however, the bill was

35 unsuccessful. Ironically, the bombing of Pearl Harbor in the Hawaiian Islands, though thousands of miles away, also brought Alaska into the forefront of national attention. It was two years earlier, in 1940, when Congress had appropriated funds for military bases in Alaska, convinced that Alaska and the nearby Aleutian Island chain were threatened by their proximity to Japan. The bombing of Pearl Harbor and Japanese occupation of two of the islands in the Aleutian chain propelled Congress to provide Alaska with billions of dollars for defense spending

40 and for the construction of the Alaska Highway. By 1943, a solid three quarters of Alaska's 233,000 residents were part of the military, changing Alaska forever. After many more years of political wrangling, Alaska finally gained its statehood on January 3, 1959, due primarily to growing and organized public and political pressure.



At some point in my life I have gained at least some familiarity with every state in the continental United States. And, while never having been to Hawaii, I plan to go there someday soon and dread only the thought of the twelve-hour plane trip. In my head, I'm already enjoying

45 the multitude of fragrant, colorful blossoms, the red-orange sunsets, and the lapping of soft waves on the beach. Alaska, on the other hand, despite glowing reports received from my friend, will probably never mean more to me than the forty-ninth star on the American flag.

- 1. As it is depicted in the passage, Alaska can most reasonably be characterized as:**
- A. an undeveloped territory with few resources.
 - B. a region of land that shouldn't be a part of the United States.
 - C. a vast, unpopulated region that is difficult to visit.
 - D. a desolate region that encountered difficulty in achieving statehood.
- 2. As it is used in line 3, the word enigma most nearly means:**
- F. image.
 - G. mystery.
 - H. picture.
 - J. enemy.
- 3. Based on information in the passage, you can conclude that the author:**
- A. is almost 60 years old.
 - B. is a young girl.
 - C. was born in 1959.
 - D. is a resident of Alaska.
- 4. The author uses the statement "The Klondike Gold Rush in 1897 was probably the first concrete evidence that Alaska did have something to offer" (lines 17-18) most nearly to mean that:**
- F. gold was first discovered in North America in 1897.
 - G. governmental decisions influence economic developments.
 - H. before 1897, most people thought Alaska did not have any real value.
 - J. miners' lives were made more difficult when they entered Alaska.

- 5.** It can most reasonably be inferred that the author asks the question "So how did this vast and relatively untouched land ... ?" in Paragraph 2 in order to:
- A. explain why Alaskans were determined to make their territory an official state.
 - B. introduce the rest of the information in the paragraph about Alaska's struggle for statehood.
 - C. introduce arguments against Alaska's chances at becoming a state.
 - D. elaborate on "Seward's Folly."
- 6.** Which of the following statements best describes the author's method of addressing her audience?
- F. She makes an emotional appeal to the reader by describing her childhood.
 - G. She describes her personal experiences about her visits to Alaska.
 - H. She presents historical background information and personal opinion regarding the topic.
 - J. She presents a series of arguments similar to those presented when Alaskans were working toward statehood.
- 7.** It is most reasonable to infer that when the author claims that "Alaska's own natural wealth was being stripped for the benefit of a handful of outside entrepreneurs" in the third paragraph, she means that:
- A. Alaska's benefits to the rest of the country were short lived.
 - B. Native Alaskans were greedy and did not want outsiders to settle there.
 - C. Native Alaskans were not reaping the benefits of their own land's resources.
 - D. Native Alaskans did not believe in capitalism.
- 8.** As it is used in line 37, the word propelled most nearly means:
- F. motivated.
 - G. supported.
 - H. prospered.
 - J. silenced.

- 9. It can most reasonably be inferred that the author contrasts Alaska and Hawaii throughout the passage in order to:**
- A. show how much alike they really are.
 - B. encourage the reader to visit Hawaii.
 - C. provide a history of Alaska's statehood.
 - D. emphasize her personal impressions of each state.
- 10. According to the author, Alaska's eventual success at gaining statehood can mostly be attributed to:**
- F. the public's growing desire to make it happen.
 - G. the bombing of Pearl Harbor.
 - H. the realization that Alaska had plenty of natural resources.
 - J. politicians who forced the issue against the people's wishes.



PRACTICE TEST - 3

8 Minutes 45 Seconds – 10 Questions

DIRECTIONS:

This practice test includes a passage followed by ten questions. Read the passage and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passage as often as necessary when answering the questions.[Left side numbers indicate line-count]

PASSAGE - 3

HUMANITIES:

Passage A is adapted from a biography of Ernest Hemingway. Passage B discusses one of Hemingway's best-known works.

Passage A

Ernest Hemingway is one of those rare authors most people know about, whether they have read him or not, because of his sensational publicity and personal invective. He has the distinction of being one of the most famous twentieth century American writers with his image of ruggedness, confidence, virility, and bravery. He has been regarded less as a writer dedicated to 5 his craft than as a man of action who happened to be afflicted with genius. When he won the Nobel Prize in 1954, Time magazine reported the news under Heroes rather than Books. He wrote about what he knew best: traveling, bullfights, libations, women, wars, big game hunting, deep-sea fishing, and courage. He acquired his expertise through well-reported acts of participation as well as observation: by going to all of the wars of his time, hunting and fishing 10 for great beasts, marrying four times, occasionally getting into fistfights, and drinking to excess.

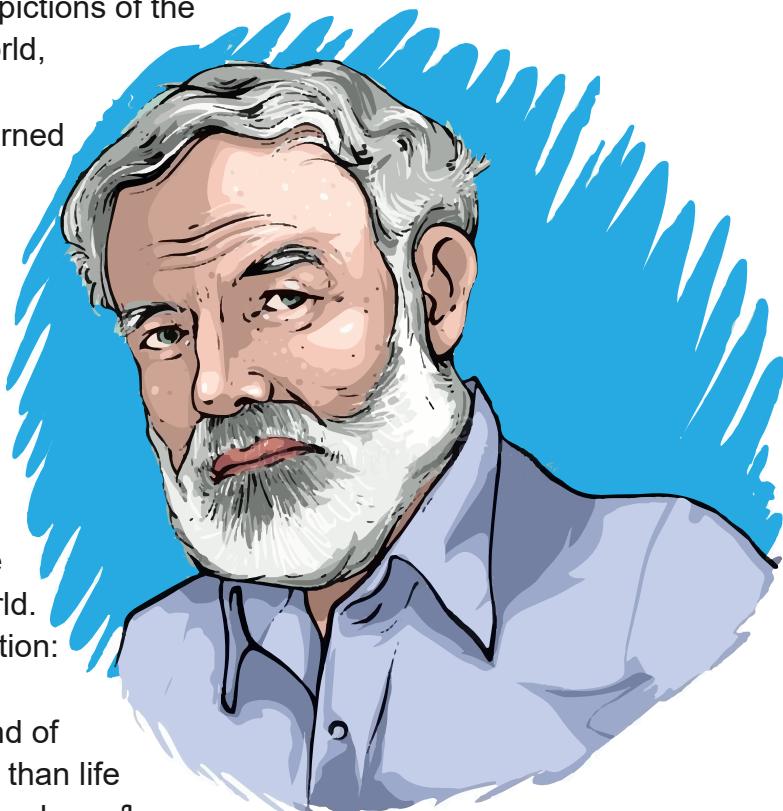
To a considerable degree, Hemingway was complicit in the formation of his public persona. As a young man living in Chicago and bored by vainglorious drawing room talk about arts and artists, he rejected out of hand the role of the indoor esthete. If he were to become a writer, it was 15 going to be at the opposite pole from Proust and his corklined room! Hemingway had grown up in close contact with the outdoors, and throughout his life he pursued the hunting and fishing sports that he had learned from his father. In doing so, Hemingway assuredly took some amusement in confounding public expectations of how a writer should look and conduct himself. After his father's suicide he took on the persona of "Papa Hemingway." It served as a defense, protecting the more

complicated person behind the mask. But once the persona took hold, it did not let go, and as a consequence, Hemingway dwindled into celebrity: a person who is famous for being famous, whose personality has been narrowed down to a few instantly recognizable trademarks. The 20 process had the unpropitious effect of confusing Hemingway's work with his life, or rather those components of his life that were lived in open view; it subordinated his literary accomplishment to his personal renown.

Passage B

Ernest Hemingway's novel, *The Sun Also Rises*, has frequently been treated as a novel of the Lost Generation-a group of young American expatriate writers living in Paris who came of age 25 during World War I and established their reputations in the 1920's. They considered themselves "lost" because their inherited values could not operate in the postwar world, and they felt spiritually alienated from a country that they considered hopelessly provincial and emotionally barren. More broadly, the Lost Generation represented the World War I American generation. This approach to *The Sun Also Rises* has become something of a critical cliche. Hemingway described the novel as 30 less about the life of postwar expatriates than about the rhythms of nature as an expression of eternity.

Despite its concern with interrogating literary depictions of the relationship between humanity and the natural world, Hemingway's novel has received little eco-critical attention. The *Sun Also Rises* is profoundly concerned with ecological considerations, as the biblical 35 passage of Ecclesiastes echoed in its title would suggest. It presents the main characters as aimless, displaced people without a secure sense of meaning or value and suggests that the characters could find that meaning and value in cultivating a more intimate connection with the natural environment. The novel criticizes conventional depictions of nature and calls for a literature that offers a more complex picture of the connection between humanity and the natural world. It invokes the central elements of pastoral convention: 40 the presentation of city life as complex and of city people as corrupt, the presentation of rural life (and of nature) as somehow more "real" and more simple than life in the city, and the presentation of rural folk as more honest, direct, and virtuous than city dwellers. Literary rural tradition posits a natural world, a green world, to which sophisticated urbanites withdraw in search of the lessons of simplicity that only nature



45 can teach. There, amid sylvan groves, meadows, and rural characters-idealized images of countryside existence-the sophisticates attain a critical vision of the good, simple life. The novel pushes the limits of pastoral convention by testing its vision, acknowledging its enduring attraction, and questioning its very construct.

Questions 1-3 ask about Passage A.

- 1. It can reasonably be inferred that the author includes lines 2-6 in order to suggest that Hemingway's "image" and "genius" were both:**
 - A. easy to achieve.
 - B. unnecessary to his success as a writer.
 - C. essential to creating his fame and fortune.
 - D. important components that helped shape the public's perception of him.

- 2. All of the following are referred to in Passage A as support of Hemingway's extensive publicity EXCEPT his:**
 - F. acquisition of a fatherly persona.
 - G. Nobel Prize-winning achievements.
 - H. reputation as an action-oriented man.
 - J. tendency to spend time indoors with society's elite.

- 3. The author of Passage A describes Hemingway's feelings toward being an "indoor esthete" (line 13) most likely in order to:**
 - A. emphasize his hatred for that particular social group.
 - B. highlight his great sensitivity to the beauty of art and nature.
 - C. identify the factors that positively influenced his career as a writer.
 - D. describe the forces that caused him to rebel against standard conventions.

Questions 4-6 ask about Passage B.

- 4. In Passage B, the author's attitude toward conventional interpretations of The Sun Also Rises (lines 33-35) suggests that:**
- F. the post-World War I generation felt that it could not function in society as it was.
 - G. literary critics are too focused on a common analysis to examine other viewpoints.
 - H. a striking inconsistency between reality and literature exists in Hemingway's novel.
 - J. there is a link between the natural world and the themes found in Hemingway's novel.
- 5. According to Passage B, Hemingway's novel The Sun Also Rises has been interpreted in which of the following contexts?**
- I. Ecological values
 - II. Antiquated belief systems
 - III. Traditional pastoral conventions
- A. I only
 - B. III only
 - C. I and III only
 - D. I, II, and III
- 6. Which individual would best illustrate the attitudes of the characters found in The Sun Also Rises?**
- F. A writer who feels comfortable in society and in large cities.
 - G. A mature person actively rebelling against society in 1920s Paris
 - H. A young artist who feels at odds with society and finds peace in nature.
 - J. A middle-class person traveling Europe to learn more about World War I

Questions 7-10 ask about both passages.

- 7. Hemingway's "close contact" (lines 14-15) with nature described in Passage A is most closely associated with which consideration addressed in Passage B?**
- A. The relationship his characters had with urban life

- B. The "presentation of rural life" (line 40) in his novel
- C. An "intimate connection" (line 37) with the environment
- D. The description of lives of people living in the countryside

8. A similarity between the two passages is that they both:

- F. incorporate facts of Hemingway's life.
- G. examine the techniques Hemingway favored.
- H. reveal the deep-seated issues that drove Hemingway to write.
- J. assert that Hemingway was miscast as a member of the Lost Generation.

9. The information in Passage A supports which assumption about *The Sun Also Rises* as described in Passage B?

- A. The main ideas found in Hemingway's novel were formed from biblical interpretations.
- B. Hemingway's novel suggested that people who live in rural areas attain a better vision of life.
- C. The novel was heavily influenced by Hemingway's connection to nature and the environment.
- D. The symbolism found in the novel is explicitly derived from nature, and avoids any connection to urban life.

10. With which of the following statements would the authors of both passages be most likely to agree?

- F. Hemingway committed suicide.
- G. Hemingway was a passionate writer.
- H. Hemingway published only one book.
- J. Hemingway limited his writing to nature themes.

PRACTICE TEST - 4

8 Minutes 45 Seconds – 10 Questions

DIRECTIONS:

This practice test includes a passage followed by ten questions. Read the passage and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passage as often as necessary when answering the questions. [Left side numbers indicate line-count]

PASSAGE - 4 NATURAL SCIENCE:

Dangerous Visitor

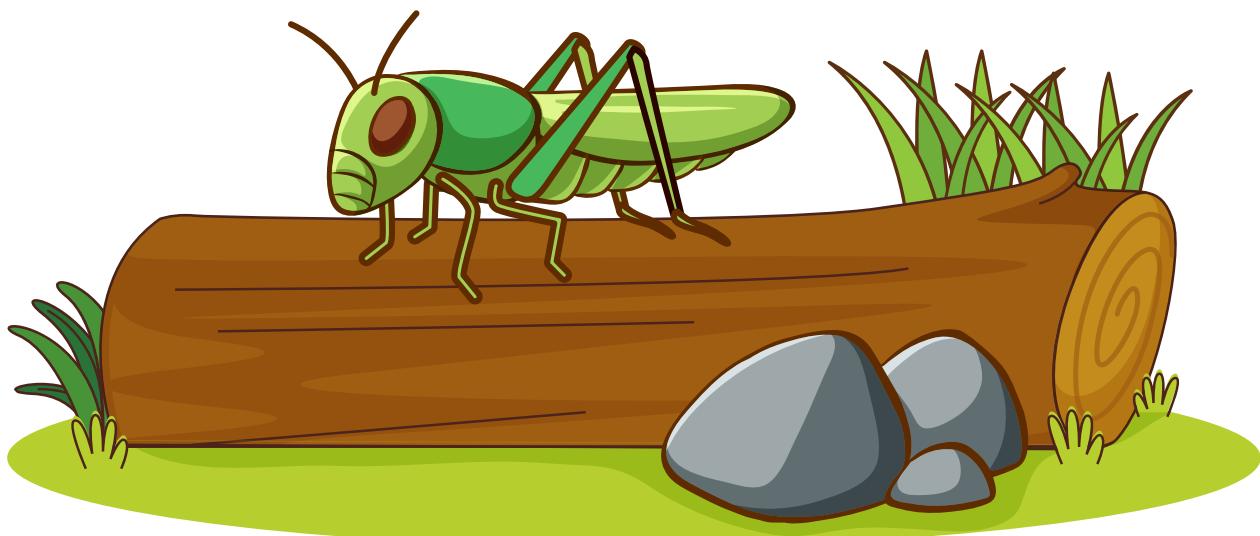
The huge billboard at the side of the highway is no joke; transporting firewood in certain areas of Michigan and Ohio is a federal crime, punishable by a whopping four thousand dollar fine. The reason? Emerald Ash Borer disease, or EAB disease, a new addition to the long list of dangerous 5 foreign pest infestations on American soil. It was in 2002 when the Emerald Ash Borer beetle was first discovered in southeastern lower Michigan. Not long after, the pest was found in Toledo, Ohio. Originally an Asian insect, this metallic green beetle (*Agrilus planipennis*) probably found its way to North America via a wooden crate or pallet made of ash wood and immediately settled into the bark of a local ash tree. In little time, the species managed to fully establish itself, decimating millions of ash trees as well as a thirty million dollar annual market for this once sought-after landscape choice. To date, over 5,000 square miles of Michigan and Canadian land, as well as 10 several outlying areas in Ohio and Indiana, are officially considered infested, and work is underway to eradicate the disease before ash trees end up in the same category as the elm and chestnut trees, which are all but extinct in many areas.

Ash Borer infestations are particularly troublesome because they are difficult to identify until the ash tree is heavily infested. The larvae of these bugs hide deep within the tree's bark while 15 the adults settle high within the tree's canopy. In addition, other ash trees in the area surrounding the source will probably also be invaded. This can occur within up to a half mile radius from the source tree, making control and eradication a monumental task, not to mention an extremely costly one.

Researchers are working on a variety of issues related to the control and ultimate elimination of this harmful beetle. For example, it has been discovered that Asian ash trees are not devastated by this native borer as are the ash trees in North America. The presumption is that, over time, 20 Asian ash trees have developed genes resistant to the insect; therein, perhaps, lies the secret to controlling this pest in North American ash trees as well. Insecticide treatment is also being explored on several fronts. Research is underway to determine which insecticides are proving to be the most successful. The proper application of the pesticides is being debated as well: directly treating the tree as opposed to injecting the soil, for example. Proper timing of the insecticide 25 application is also an important consideration. And, as always, the benefits of insecticide treatments must be carefully weighed against their potential harm to other plant life and living creatures.

These, however, are all long-range solutions requiring a great deal of study and research. In the 30 meantime, careful steps must be taken to prevent the spread of ash tree disease. Methodical identification of infested trees is taking place in all susceptible areas. As questions are raised and research is conducted to answer those questions, the invasive Ash Borer continues to lay its eggs and prey on the nutrients of its host tree. This means that identified trees are being cut down and destroyed, along with the beetle colonies, or "galleries." Ultimately, this puts a huge drain on town 35 and city budgets, as mature tree removal can be extremely expensive. Along with tree removal expenses comes the additional outlay of funds for replacement trees, often an unexpected emergency budget item.

Even though it will be expensive to deal with this problem in the short term, the costs of doing nothing could be far higher, since we could conceivably lose an entire species of tree.



- 1. Information in the passage suggests that the author of the passage:**
- A. is a scientist researching EAB in Canada.
 - B. is cautiously optimistic about the success of EAB disease eradication.
 - C. is personally involved with the study of EAB disease in Michigan and Ohio.
 - D. disagrees with the outrageous fines for transporting firewood.
- 2. The passage indicates that, unlike some other insect infestations, Ash Borer infestations:**
- F. can be easily managed.
 - G. can be contained in a small area.
 - H. can be completely decimated in a short time.
 - J. can be difficult to identify and eradicate.
- 3. As it is used in line 18, the word monumental most nearly means:**
- A. serving as a monument.
 - B. historically significant.
 - C. exceptional in scope.
 - D. large in stature.
- 4. The main worry expressed in the first paragraph is:**
- F. the cost of EAB infestation to the tree industry.
 - G. the transporting of EAB to American soil.
 - H. the time period during which the beetles were discovered.
 - J. the decimation of ash trees in North America.
- 5. The author's attitude toward the study of EAB disease is best characterized as one of:**
- A. interested concern.
 - B. emotional panic.
 - C. scholarly interest.
 - D. scientific knowledge.

6. The passage identifies *Agrilus planipennis* as:

- F. North American ash wood.
- G. pest infestations.
- H. beetle eggs.
- J. Emerald Ash Borer beetle.

7. According to the passage, "galleries" are:

- A. beetle colonies.
- B. places from which to observe the beetles.
- C. insecticide application processes.
- D. infected trees.

8. The passage indicates that EAB beetles might also be correctly identified as:

- F. a North American insect.
- G. a Canadian beetle.
- H. an Asian beetle.
- J. a Dutch elm beetle.

9. The passage states that EAB adults live:

- A. under the tree bark of various local trees.
- B. in the soil of the ash tree.
- C. deep within the tree trunk.
- D. in the upper branches of the ash tree.

10. The passage claims that one of the methods currently being used to control EAB disease is:

- F. budget cuts.
- G. tree removal.
- H. insecticide spray.
- J. tree decimation.

READING TEST

ANSWERS & EXPLANATIONS



PASSAGE - 1

1. The best answer is B.

Paragraph 2 states that the narrator "had fancied it was down nearer the Circus," which suggests that he is not sure where the Magic Shop is, and had only "imagined" its location. The other answer choices are not supported by the context of the passage.

2. The best answer is G.

In the first paragraph, the narrator states that, "I had not even been sure that the place was there, to tell the truth," and later in the second paragraph that, "I had fancied it was down nearer the Circus, or round the corner in Oxford Street, or even in Holborn; always over the way and a little inaccessible it had been, with something of the mirage in its position." Both of these statements support the idea that the shop's location was not where the narrator expected it to be. This is best represented by answer choice G. Answer choice F is most nearly the opposite, and answer choices H and J describe the shop itself, not its location.

3. The best answer is A.

The first paragraph indicates that the narrator "had seen the Magic Shop from afar several times; I had passed it once or twice;" this suggests that he first learned of the Magic Shop when he had passed by it before, answer choice A. The other answer choices are not supported by details in the passage.

4. The best answer is J.

The context in which that statement was made suggests that Gip was a polite child, answer choice J. The passage indicates that Gip "inherits his mother's breeding," but not that he was worried about his mother, so eliminate answer choice F. The other answer choices are not supported by the passage.

5. The best answer is A.

Paragraph 4 indicates that the narrator found the clerk's action "unexpected," which means the same as "surprising." This best supports answer choice A.

6. The best answer is F.

Based on the last two paragraphs, Gip's reaction to the shopman's trick can best be described as quietly astonished. Gip does not speak either during or after the trick, and after taking the glass balls he "resumed [the narrator's] reassuring finger, and nerved himself for the next event." The other answer choices are not supported by the passage.

7. The best answer is C.

In the third paragraph, the narrator is taking his son into the magic shop to buy him some tricks for his birthday. Throughout the rest of the passage, it becomes clear that they are enjoying themselves, and that the narrator wants to have fun. "Anything amusing?" is how the narrator requests the type of tricks that they are looking for. The passage as a whole supports the idea that the relationship between narrator and son is one of enjoyment, answer choice C. Although the narrator does show patience in the magic shop, that is not the primary focus of his relationship with his son, so answer choice D is not best. Likewise, the other answer choices are not supported by the passage.

8. The best answer is J.

The passage indicates that Gip is excited about entering the Magic Shop. He "hailed [the narrator] by my finger right up to the window" and went on to describe each of the items in the window. The other answer choices are not supported by the passage.

9. The best answer is A.

Paragraph 4 suggests that the narrator and his son were surprised to find the shopman suddenly behind the counter; "and so with a start we were aware of him." It is likely that this surprise caused them to stop laughing together, since this is what they were doing just before the surprise. The other answer choices are not supported by the passage.

10. The best answer is J.

The last sentence in the passage states that Gip "nerved himself for the next event." This suggests that, although he may have been a bit uncertain, he was ready to see the next trick, answer choice J.



PASSAGE - 2

1. The best answer is D.

The passage focuses on the difficulties that Alaska and her inhabitants encountered on the way to achieving statehood. In fact, according to the passage, it "took almost 100 years from beginning to end." This best supports answer choice D.

2. The best answer is G.

The word enigma refers to a riddle, or anything that is puzzling. Since, according to Paragraph 1, the author doesn't know a lot about Alaska (at least as compared to Hawaii) it makes sense that enigma would mean "mystery," answer choice G.

3. The best answer is A.

Paragraph 1 states that the author was "a ten-year-old girl" when Alaska became a state. The paragraph goes on to state that "nearly fifty years later, . . . Alaska remains an enigma." It is safe to conclude, then, that the author must be almost sixty years old, answer choice A.

4. The best answer is H.

According to the passage, Alaska was a remote, unpopulated area that held little interest for most Americans. "Many people marveled at the stupidity" of Seward's plan to purchase Alaska in 1867. However, when gold was discovered, people began to realize that Alaska had some value.

5. The best answer is B.

The passage emphasizes Alaska's struggle for statehood. You can infer that the reason the author posed the question is to introduce the main topic of the passage and follow it up with supporting information.

6. The best answer is H.

While the author does offer some personal information, she does not make an emotional appeal, nor does she describe her childhood. Eliminate answer choice F. It is made clear in the passage that the author has never visited Alaska, so eliminate answer choice G. The bulk of the passage contains historical background information on Alaska's progression to statehood, which best supports answer choice H.

7. The best answer is C.

The statement that "Alaska's own natural wealth was being stripped for the benefit of a handful of outside entrepreneurs" suggests that Alaskans were not reaping the benefits of their own land's resources, answer choice C.

8. The best answer is F.

Paragraph 4 states that "the bombing of Pearl Harbor ... propelled Congress to provide Alaska with billions of dollars for defense spending," which suggests that Congress was motivated to give Alaska money due to the onset of World War II.

9. The best answer is D.

The only reason that the author contrasts Alaska and Hawaii throughout the passage is to emphasize her personal impressions of each state, answer choice D. The other answer choices are not supported by the passage.

10. The best answer is F.

The final sentence in Paragraph 4 states that "Alaska finally gained its statehood on January 3, 1959, due primarily to growing and organized public and political pressure." This best supports answer choice F.



PASSAGE - 3

1. The best answer is D.

The passage states that "Ernest Hemingway is one of those rare authors most people know about, whether they have read him or not, because of his sensational publicity and personal invective. He has the distinction of being one of the most famous twentieth-century American writers with his image of ruggedness, confidence, virility, and bravery. He has been regarded less as a writer dedicated to his craft than as a man of action who happened to be afflicted with genius." These details best support answer choice D.

2. The best answer is J.

According to the passage, "He acquired his expertise through well-reported acts of participation as well as observation: by going to all of the wars of his time, hunting and fishing for great beasts. . ." These details contradict answer choice J, which makes it the best option.

3. The best answer is D.

Details in the passage show that Hemingway was an outdoorsman who "rejected out of hand the role of the indoor esthete." Additionally, the passage states that "Hemingway assuredly took some amusement in confounding public expectations of how a writer should look and conduct himself."

4. The best answer is J.

The passage states that, "Hemingway described the novel as less about the life of postwar expatriates than about the rhythms of nature as an expression of eternity." Likewise, according to the author, "The novel pushes the limits of pastoral convention by testing its vision, acknowledging its enduring attraction, and questioning its very construct." This information best supports answer choice J.

5. The best answer is C.

Only "ecological values" and "traditional pastoral conventions" are mentioned in the passage as ways in which Hemingway's novel has been interpreted.

6. The best answer is H.

According to the passage, "The Sun Also Rises, has frequently been treated as a novel of the Lost Generation-a group of young American expatriate writers living in Paris who came of age during World War I and established their reputations in the 1920's. They considered themselves "lost" because their inherited values could not operate in the postwar world, and they felt spiritually alienated from a country that they considered hopelessly provincial and emotionally barren." This best matches answer choice H.

7. The best answer is C.

Passage A presents Hemingway as an outdoorsman and naturalist who "pursued the hunting and fishing sports that he had learned from his father." This is a reflection of the "meaning and value in cultivating a more intimate connection with the natural environment" desired by the characters in his novel.

8. The best answer is H.

A main focus in both passages is Hemingway's connection to nature and how that connection shaped his writing.

9. The best answer is C.

According to Passage A, Hemingway "wrote about what he knew best: traveling, bullfights, libations, women, wars, big game hunting, deep-sea fishing, and courage. He acquired his expertise through well-reported acts of participation as well as observation: by going to all of the wars of his time, hunting and fishing for great beasts, marrying four times, occasionally getting into fistfights, and drinking to excess." Details in Passage B show that Hemingway's novel "criticizes conventional depictions of nature and calls for a literature that offers a more complex picture of the connection between humanity and the natural world. It invokes the central elements of pastoral convention: the presentation of city life as complex and of city people as corrupt, the presentation of rural life (and of nature) as somehow more "real" and more simple than life in the city, and the presentation of rural folk as more honest, direct, and virtuous than city dwellers."

10. The best answer is G.

Hemingway's passion and genius are established to some extent in both passages. Therefore, it is logical to believe that both authors viewed Hemingway as a passionate writer.

PASSAGE - 4

1. The best answer is B.

Throughout the passage the author discusses several options for eradicating EAB disease. The author also indicates that some of these options have not been proven (insecticide treatment), while others can be costly (cutting down and destroying infested trees). This suggests that the author believes EAB disease can possibly be controlled or eradicated, but it may take a lot of time and money. Answer choice B is best supported by information in the passage.

2. The best answer is J.

The passage states that, "Ash Borer infestations are particularly troublesome because they are difficult to identify until the ash tree is heavily infested." Additional details throughout the passage indicate that Ash Borer infestation eradication is costly and time-consuming.

3. The best answer is C.

The passage indicates that the task of controlling and eradicating the Ash Borer will be very difficult and expensive. Because infestations are generally well underway before they are identified, the scope of the task is considered exceptional.

4. The best answer is J.

The primary focus of the first paragraph is the destruction of millions of trees and the infestation of "over 5,000 square miles of Michigan and Canadian land," which suggests that the main worry expressed is the decimation (extensive destruction) of ash trees in North America, answer choice J.

5. The best answer is A.

Clearly the author is interested in the study of EAB disease. In addition, the author expresses a concern for the spread of the disease, as well as for the quantity of time and money that most likely will be needed to study EAB disease. The other answer choices are not supported by details in the passage.

6. The best answer is J.

According to the passage, *Agrilus planipennis* is the scientific name for the Emerald Ash Borer beetle, answer choice J.

7. The best answer is A.

The passage states that infested trees are being "cut down and destroyed, along with the beetle colonies, or galleries." The other answer choices are not supported by the passage.

8. The best answer is H.

The passage clearly states that the EAB beetle is native to Asia, answer choice H.

9. The best answer is D.

Paragraph 2 states that, "the adults settle high within the tree's canopy." The "canopy" refers to the upper branches of the ash tree, answer choice D.

10. The best answer is G.

According to the passage, "identification of infested trees is taking place in all susceptible areas," and that "identified trees are being cut down and destroyed." While insecticide spray is being considered as a method of control, the passage does not indicate that it is currently being used. Eliminate answer choice H. The other answer choices are not supported by details in the passage.



04

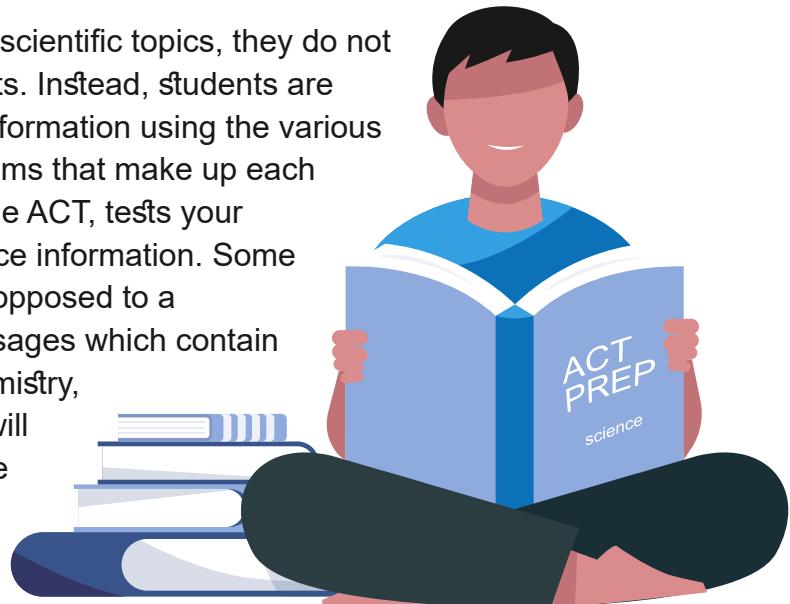
ACT Science Reasoning Section



Overview

The ACT Science test consists of 40 questions that must be answered within the 35-minute time limit. This equates to approximately 50 seconds per question or 5 minutes for each of the 7 passages. This time estimate includes reading all of the materials, and understanding the charts and graphs. Each passage focuses on one of the following subject areas: biology, chemistry, earth/space sciences, and physics. Each passage is presented in one of three different formats: Data Representation, Research Summaries, and Conflicting Viewpoints.

Though the passages and questions focus on scientific topics, they do not require students to recall specific scientific facts. Instead, students are asked to understand, analyze, and evaluate information using the various paragraphs, graphs, tables, charts, and diagrams that make up each passage. The Science Reasoning portion of the ACT, tests your ability to interpret, analyze and evaluate science information. Some people refer to it as a science reading test as opposed to a science knowledge test. You will be given passages which contain a variety of scientific information (biology, chemistry, physics, geology, astronomy, etc.) which you will have to understand and interpret to answer the questions which follow each passage.



Passage Format	Additional Information	# of Questions
Data Representation	understand, evaluate, and interpret information presented in graphs, tables, or charts	15 questions
Research Summaries	understand, evaluate, and analyze one or more experiments	18 questions
Conflicting Viewpoints	understand and evaluate conflicting viewpoints, theories, or hypotheses on a specific topic	7 questions

Setting Goals for the Score You Want

Look at the following scoring tables ([Science](#)) to understand how you must prepare in order to achieve your score Goal!

Science Scale Score	Science Raw Score	% Correct
36	40	100%
35	39	98%
34	39	98%
33	38	95%
32	37	93%
31	36	90%
30	36	90%
29	35	88%
28	33-34	84%
27	32	80%
26	31	78%
25	29-30	74%
24	28	70%
23	26-27	66%
22	24-25	61%
21	23	58%
20	21-22	54%
19	19-20	49%
18	17-18	43%

Strategies for Attacking the Science Reasoning Section

The science reasoning test is not about how much you know but more about your total and thorough understanding of the passage thoroughly and how you base the answer choices strictly on the contents of the passage. Unrelated information can lead you to confusion and misinterpretation of the question.

General Strategies to Strongly Consider:

All passages will be one of three kinds.

1. Data Presentation: Charts and graphs
2. Research Summaries: Experiments
3. Conflicting Viewpoints

All questions will fall into one of three categories.

1. Look it up/understanding (answer will be in the reading passage)
2. Why?/analysis
3. What if?/generalization (look for words like suppose, what if,)

Determine which passages will be the easiest for you to do and do those first. Remember time is always a factor when taking the ACT.

Determine what type of question you are attempting to answer. Knowing into which category the question falls will help you eliminate distractors and eliminate obviously incorrect answers.

When reading the graphs and charts, do things: determine what's being determined what each axis is representing, units of measurement used, and look for trends.

When reading data, look for three patterns or trends: extremes (maximums and minimums), critical points (or points of change), and direct or inverse variation.

When reading the conflicting viewpoint passages, don't get hung up on determining which scientist is "right." You need to focus on understanding the different viewpoints. The questions are



not going to focus on rightness of an opinion, but on distinguishing between the two.

Don't panic if you don't understand the content of a graph or chart. If you can read the chart or graph correctly, then often you can determine the correct answer without totally understanding the content.

All of the information needed to answer the questions will be included in the graph or reading passage. It is your prior knowledge of science content which will make understanding the passages easier. Remember though, that there will be inference questions which will require you to interpret and make predictions based on the reading.

Content Tips:

1. You MUST able to identify independent and dependent variables.
2. Look for three things in an experiment passage and underline them when you find them: (1) identify the objective, (2) identify the method of research and (3) identify the results.
3. Understand and know what assumptions are and be able to identify them in experiments.
4. Understand and know what a control is and be able to identify it in an experiment.
5. When reading a conflicting viewpoint passage (there will be one), make sure you can identify the similarities and differences between the views being presented and the information used to support those viewpoints. Underline this as you read.
6. Pay attention to when a viewpoint is being supported by facts as opposed to opinion. Don't confuse the two. Answers that seem correct are frequently based on opinions

Follow the steps below to do well on the science reasoning question:

Actively read passage to know what is needed to answer the questions then go directly to the questions!

Scan the passage.

Read the passage or look at the data presentation quickly, just to get a rough idea of what it is all about. This should take no more than 20 seconds. Do not stop to study in detail any part that you do not understand. With this background, you are ready to move into a more careful study of the passage.

Answer the first question in the group.

In most tests, it is a good policy to skip questions you cannot answer immediately, but there is an exception in this test. The first question in each group will probably be a simple test of understanding. If you cannot answer it, you may well get the others wrong also. If necessary, go back to the passage to find the answer. If you cannot answer the first question, skip the whole passage and come back to it later

Skip the hard questions. Conquer what you know first and skip or guess if necessary.

Hint: questions are often in order of increasing difficulty. If you have time at the end, you can come back and reread the questions you could not get the first time around.

Read all the answer choices.

If you think you have found the right answer at once, do not stop reading. You may discover that there is some idea that has not appeared in the one you think is right. Think of the process as one of eliminating the incorrect answers, rather than selecting the right one. You may find that you can throw out three of the four choices quite easily.

If the answers are numerical, use estimation.

Calculation takes time, and you should avoid it whenever possible. You can usually eliminate three obviously wrong choices quite easily.

Pace yourself.

With 35 minutes to answer the questions for seven passages, you have just five minutes for each passage. If you find yourself spending more than that on one passage, skip it and come back to it later. On average, you should spend about two minutes reading each passage and 30 seconds answering each question.

Write in your test booklet! Circle, cross-out, underline key words to help keep your pace.

This section is yours for 35 minutes, so don't be afraid to write all over it.

Come up with your own method of circling important facts and information. This will make it much easier when you get to the questions because you won't have to read over the whole passage again to get the correct answer. Some specific tips: -Circle the words you don't know the meaning



of -Underline statements that you don't totally understand -Draw lines on graphs to mark important data points or trends -Write the trends you spot right on the plots and table -Circle numbers in tables and plotted points that are out of whack with the rest of the data

Answer every question.

When you have finished doing the easy questions, go back and try again on some that you skipped. If you have only 30 seconds left at the end, turn to the answer sheet, find those questions you have not answered, and mark them at random. There is no penalty for guessing.

A calculator is NOT needed for the Science and Reasoning section of the test.



ACT Science Reasoning: Test-Taking Strategies

The ACT Science Reasoning section can be challenging, but with the right strategies, you can maximize your score. Here are effective approaches to help you navigate this section:

1. Understand the Structure

- **Number of Questions:** 40 questions
- **Time Limit:** 35 minutes
- **Passage Types:**
 - **Data Representation:** Charts, graphs, and tables
 - **Research Summaries:** Descriptions of experiments
 - **Conflicting Viewpoints:** Contrasting scientific opinions

2. General Strategies

1. **Prioritize Accuracy Over Speed:** Focus on answering questions correctly rather than rushing through the section. Aim to attempt easier passages first.
2. **Skim First, Then Focus:** Quickly skim the passage to understand its topic and structure, then refer to specific sections as needed for each question.
3. **Don't Over-analyze:** Questions typically don't require prior scientific knowledge. Focus on the information provided in the passage.
4. **Use Process of Elimination:** If unsure, eliminate incorrect answers to increase your chances of guessing correctly.
5. **Keep Moving:** Don't spend too much time on one question. Mark it and return later if time permits.

3. Strategies for Specific Passage Types

Data Representation

- **Focus Areas:**
 - Analyze graphs, charts, and tables.
 - Identify trends, patterns, and relationships.
- **Key Strategies:**
 - Identify the axes, units, and labels of graphs and charts.
 - Look for changes in variables (e.g., increases, decreases, plateaus).
 - Match the question to specific data points or trends.

Research Summaries

- **Focus Areas:**
 - Understand the purpose, methods, and results of experiments.
 - Compare different trials or conditions.
- **Key Strategies:**
 - Skim for key elements: hypothesis, variables, and results.
 - Look for patterns across trials or experiments.
 - Be cautious with questions that require comparisons between experiments.

Conflicting Viewpoints

- **Focus Areas:**
 - Compare and contrast multiple scientific perspectives.
 - Focus on each scientist's hypothesis and evidence.
- **Key Strategies:**
 - Quickly identify each viewpoint and its main argument.
 - Pay attention to keywords that signal agreement or disagreement (e.g., "however," "in contrast").
 - Don't get bogged down in complex scientific terms.

4. Time Management

- Spend approximately **5 minutes per passage** (6–7 minutes max for Conflicting Viewpoints).
- Answer easier questions first to build confidence and save time for tougher ones.
- Use a watch or timer to pace yourself.

5. Common Question Types and Tips

Trend Questions:

- **Example:** “What happens to the reaction rate as temperature increases?”
- **Tip:** Identify the direction of the trend (increase, decrease, plateau) in graphs or tables.

Comparison Questions:

- **Example:** “Which trial resulted in the greatest plant growth?”
- **Tip:** Look at specific rows or data points in a table to find the answer.

Inference Questions:

- **Example:** “What can be concluded about the enzyme’s activity at higher temperatures?”
- **Tip:** Use patterns or trends to make logical predictions, but stick to information provided.

Relationship Questions:

- **Example:** “What is the relationship between light intensity and growth rate?”
- **Tip:** Focus on cause-and-effect relationships, often shown in graphs or results.

6. Guess Strategically

- There is no penalty for guessing, so always answer every question.
- Eliminate clearly wrong answers to narrow your choices.

7. Practice Regularly

- Use timed practice tests to simulate real conditions.
- Review your answers to identify areas for improvement.
- Familiarize yourself with ACT-style graphs, tables, and scientific terminology.

8. Stay Calm and Confident

- Read each question carefully and underline key details.
- Don't let unfamiliar scientific terms intimidate you; they are often irrelevant to the question.
- Trust your reasoning and stick to the information in the passage.

By combining these strategies with regular practice, you'll be well-prepared to tackle the ACT Science Reasoning section efficiently and effectively.



SCIENCE REASONING SKILL EXERCISE



ACT Science Reasoning: Data Representation Skill Exercises

(9 minutes)

Instructions:

The following exercises are based on data representation scenarios commonly found in the ACT Science section. Read the data provided and answer the questions that follow. Each question includes an answer key with detailed explanations.

Scenario:

Effect of pH on Bacterial Growth

Scientists studied the growth of two bacterial species, Species A and Species B, at different pH levels (4, 6, 8, and 10). The growth rate was measured in colony-forming units per milliliter (CFU/mL). The results are shown in the table and graph below.

Table: Bacterial Growth at Different pH Levels

pH Level	Growth Rate (CFU/mL) - Species A	Growth Rate (CFU/mL) - Species B
4	200	50
6	500	300
8	700	600
10	100	200

Graph:

(Imagine a graph where the x-axis represents pH levels (4, 6, 8, 10) and the y-axis represents growth rate (CFU/mL). Species A has a peak at pH 8, while Species B has a less pronounced increase, peaking at pH 8 as well, but with lower growth rates than Species A.)

Questions

- 1. At which pH level did Species A exhibit its highest growth rate?**
 - A. 4
 - B. 6
 - C. 8
 - D. 10

- 2. Which of the following best describes the growth trend of Species B as pH increases from 4 to 8?**
 - A. Growth decreases steadily.
 - B. Growth increases steadily.
 - C. Growth remains constant.
 - D. Growth fluctuates.

- 3. How does the growth of Species A compare to Species B at pH 6?**
 - A. Species A grows 200 CFU/mL faster than Species B.
 - B. Species A grows 300 CFU/mL faster than Species B.
 - C. Species A grows 500 CFU/mL faster than Species B.
 - D. Species A and Species B grow at the same rate.

- 4. What is the combined growth rate of both species at pH 10?**
 - A. 200 CFU/mL
 - B. 300 CFU/mL
 - C. 400 CFU/mL
 - D. 500 CFU/mL

- 5. Based on the data, which species is more sensitive to changes in pH?**
 - A. Species A
 - B. Species B
 - C. Both are equally sensitive.
 - D. Neither species is sensitive to pH changes.

- 6. If the experiment were extended to pH 12, what would likely happen to the growth rates of both species?**
- A. Both species would exhibit higher growth rates than at pH 10.
 - B. Both species would exhibit lower growth rates than at pH 10.
 - C. Species A would increase while Species B would decrease.
 - D. Growth rates would remain the same.
- 7. What can be concluded about the optimal pH level for the growth of both species?**
- A. pH 4
 - B. pH 6
 - C. pH 8
 - D. pH 10
- 8. At which pH level is the difference in growth rates between Species A and Species B the smallest?**
- A. pH 4
 - B. pH 6
 - C. pH 8
 - D. pH 10
- 9. If Species A's growth rate doubles at pH 4, what would its new growth rate be?**
- A. 100 CFU/mL
 - B. 200 CFU/mL
 - C. 400 CFU/mL
 - D. 800 CFU/mL
- 10. What does the data suggest about the relationship between pH and bacterial growth for both species?**
- A. Both species grow best at pH 4.
 - B. Growth rates increase as pH decreases.
 - C. Growth rates peak at pH 8 for both species.
 - D. Neither species is affected by pH levels.



Answer Key with Explanations

1. At which pH level did Species A exhibit its highest growth rate?

 **Correct Answer:** c) 8

 **Explanation:** The table and graph show that Species A had its highest growth rate (700 CFU/mL) at pH 8.

2. Which of the following best describes the growth trend of Species B as pH increases from 4 to 8?

 **Correct Answer:** b) Growth increases steadily.

 **Explanation:** The growth rate of Species B rises from 50 CFU/mL at pH 4 to 600 CFU/ mL at pH 8.

3. How does the growth of Species A compare to Species B at pH 6?

 **Correct Answer:** b) Species A grows 300 CFU/mL faster than Species B.

 **Explanation:** At pH 6, Species A grows 500 CFU/mL, while Species B grows 300 CFU/ mL. The difference is 200 CFU/mL.

4. What is the combined growth rate of both species at pH 10?

 **Correct Answer:** d) 500 CFU/mL

 **Explanation:** At pH 10, Species A grows 100 CFU/mL, and Species B grows 200 CFU/ mL. Their combined growth rate is $100+200=300$ CFU/mL.

5. Based on the data, which species is more sensitive to changes in pH?

 **Correct Answer:** a) Species A

 **Explanation:** Species A shows a sharper increase and decrease in growth rates compared to Species B.

6. If the experiment were extended to pH 12, what would likely happen to the growth rates of both species?

 **Correct Answer:** b) Both species would exhibit lower growth rates than at pH 10.

 **Explanation:** The data shows that growth rates decline as pH increases beyond 8.

7. What can be concluded about the optimal pH level for the growth of both species?

 **Correct Answer:** c) pH 8

 **Explanation:** Both species exhibit their highest growth rates at pH 8.

8. At which pH level is the difference in growth rates between Species A and Species B the smallest?

 **Correct Answer:** c) pH 8

 **Explanation:** At pH 8, Species A grows 700 CFU/mL, and Species B grows 600 CFU/mL. The difference is only 100 CFU/mL.

9. If Species A's growth rate doubles at pH 4, what would its new growth rate be?

 **Correct Answer:** c) 400 CFU/mL

 **Explanation:** If the original growth rate (200 CFU/mL) doubles, the new growth rate is $200 \times 2 = 400$ CFU/mL.

10. What does the data suggest about the relationship between pH and bacterial growth for both species?

 **Correct Answer:** c) Growth rates peak at pH 8 for both species.

 **Explanation:** The data clearly shows that both Species A and Species B grow best at pH 8.

ACT Science Reasoning: Research Summaries Skill Exercises

(9 minutes)

Instructions:

The following exercises are based on research summaries commonly found in the ACT Science section. Read the summaries provided and answer the questions that follow. Each question includes an answer key with detailed explanations.

Scenario:

Investigating Plant Growth Under Varying Light Conditions

Researchers conducted three experiments to examine how light affects plant growth. Each experiment used the same species of plant and controlled variables such as water, soil, and nutrients.

Experiment 1: Light Intensity

Plants were exposed to three levels of light intensity: low (100 lumens), medium (500 lumens), and high (1,000 lumens). The height of the plants was measured after 4 weeks.

- **Results:**

- Low intensity: 10 cm
- Medium intensity: 20 cm
- High intensity: 30 cm

Experiment 2: Light Color

Plants were exposed to three different light colors: red, blue, and green. The height of the plants was measured after 4 weeks.

- **Results:**

- Red light: 25 cm
- Blue light: 30 cm
- Green light: 15 cm



Experiment 3: Light Duration

Plants were exposed to light for 6 hours, 12 hours, or 18 hours per day. The height of the plants was measured after 4 weeks.

- **Results:**

- 6 hours/day: 15 cm
- 12 hours/day: 25 cm
- 18 hours/day: 35 cm

Questions

1. Which light intensity resulted in the greatest plant growth in Experiment 1?
 - A. Low intensity
 - B. Medium intensity
 - C. High intensity
 - D. Intensity had no effect
2. Based on the results of Experiment 2, which light color promoted the least plant growth?
 - A. Red
 - B. Blue
 - C. Green
 - D. Light color had no effect
3. In Experiment 3, what is the relationship between light duration and plant growth?
 - A. Plant growth decreases as light duration increases.
 - B. Plant growth increases as light duration increases.
 - C. Plant growth remains constant regardless of light duration.
 - D. Light duration has no measurable effect on plant growth.

4. If a plant grew 20 cm, which condition is it most likely to have been exposed to?

- A. Medium intensity in Experiment 1
- B. Green light in Experiment 2
- C. 18 hours of light in Experiment 3
- D. Low intensity in Experiment 1

5. Which experiment demonstrates that light quality (wavelength) affects plant growth?

- A. Experiment 1
- B. Experiment 2
- C. Experiment 3
- D. None of the experiments



Answer Key with Explanations

1. Which light intensity resulted in the greatest plant growth in Experiment 1?

 **Correct Answer:** c) High intensity

 **Explanation:** The table shows that plants exposed to high intensity (1,000 lumens) grew the tallest at 30 cm.

2. Based on the results of Experiment 2, which light color promoted the least plant growth?

 **Correct Answer:** c) Green

 **Explanation:** The table shows that plants exposed to green light grew only 15 cm, less than those exposed to red or blue light.

3. In Experiment 3, what is the relationship between light duration and plant growth?

 **Correct Answer:** b) Plant growth increases as light duration increases.

 **Explanation:** The results indicate that as light exposure increased from 6 to 18 hours, plant height increased from 15 cm to 35 cm.

4. If a plant grew 20 cm, which condition is it most likely to have been exposed to?

 **Correct Answer:** a) Medium intensity in Experiment 1

 **Explanation:** The table shows that plants exposed to medium intensity (500 lumens) in Experiment 1 grew 20 cm.

5. Which experiment demonstrates that light quality (wavelength) affects plant growth?

 **Correct Answer:** b) Experiment 2

 **Explanation:** Experiment 2 manipulated light color (red, blue, green) and showed varying plant growth, indicating that wavelength affects growth.

ACT Science Reasoning: Conflicting Viewpoints Skill Exercises

(9 minutes)

Instructions:

The following exercises are based on research summaries commonly found in the ACT Science section. Read the summaries provided and answer the questions that follow. Each question includes an answer key with detailed explanations.

Scenario:

The Origin of Earth's Water

Two scientists, Dr. Sanchez and Dr. Patel, present different hypotheses about the origin of Earth's water.

Dr. Sanchez's Viewpoint:

Dr. Sanchez believes Earth's water originated from volcanic outgassing during the planet's early formation. When Earth was still molten, volcanic eruptions released gases, including water vapor, into the atmosphere. Over time, this water vapor cooled and condensed, forming oceans. Dr. Sanchez argues that volcanic outgassing explains the isotopic composition of water found on Earth, which matches volcanic gases.

Dr. Patel's Viewpoint:

Dr. Patel suggests that Earth's water was delivered by comets and asteroids during the late heavy bombardment period, approximately 4 billion years ago. These celestial bodies contained water ice, which was released upon impact with Earth. Dr. Patel points to the presence of isotopic signatures in water found on comets, which resemble those found in Earth's oceans.

Questions

- 1. What is the primary difference between the two hypotheses?**
 - A. Dr. Sanchez believes Earth's water came from comets, while Dr. Patel believes it came from volcanic gases.
 - B. Dr. Sanchez focuses on Earth's internal processes, while Dr. Patel focuses on external sources like comets and asteroids.
 - C. Dr. Sanchez believes water originated recently, while Dr. Patel believes it originated billions of years ago.
 - D. Dr. Sanchez argues against isotopic evidence, while Dr. Patel supports it.

- 2. Which viewpoint relies on the isotopic composition of volcanic gases?**
 - A. Dr. Sanchez's
 - B. Dr. Patel's
 - C. Both viewpoints
 - D. Neither viewpoint

- 3. Which piece of evidence would most directly support Dr. Patel's hypothesis?**
 - A. A discovery of water vapor in volcanic eruptions.
 - B. Identification of isotopic signatures in comet water that match Earth's oceans.
 - C. Evidence that Earth's early atmosphere contained no water vapor.
 - D. A study showing comets lack water ice.

- 4. How does Dr. Sanchez explain the presence of water on Earth?**
 - A. By citing impacts from celestial bodies during the late heavy bombardment period.
 - B. By pointing to the cooling and condensation of water vapor released by volcanic eruptions.
 - C. By arguing that water was always present in Earth's atmosphere.
 - D. By claiming water came from extraterrestrial sources.

5. Which hypothesis best explains the potential role of the late heavy bombardment period in delivering water to Earth?

- A. Dr. Sanchez's hypothesis
- B. Dr. Patel's hypothesis
- C. Both hypotheses equally
- D. Neither hypothesis



Answer Key with Explanations

1. What is the primary difference between the two hypotheses?

Correct Answer: b) Dr. Sanchez focuses on Earth's internal processes, while Dr. Patel focuses on external sources like comets and asteroids.

Explanation: Dr. Sanchez attributes Earth's water to volcanic activity, while Dr. Patel attributes it to impacts from celestial bodies.

2. Which viewpoint relies on the isotopic composition of volcanic gases?

Correct Answer: a) Dr. Sanchez's

Explanation: Dr. Sanchez uses isotopic evidence from volcanic gases to support the idea that water originated from volcanic outgassing.

3. Which piece of evidence would most directly support Dr. Patel's hypothesis?

Correct Answer: b) Identification of isotopic signatures in comet water that match Earth's oceans.

Explanation: Dr. Patel's hypothesis depends on the similarity between isotopic signatures in comet water and Earth's oceans.

4. How does Dr. Sanchez explain the presence of water on Earth?

Correct Answer: b) By pointing to the cooling and condensation of water vapor released by volcanic eruptions.

Explanation: Dr. Sanchez argues that volcanic outgassing released water vapor, which later condensed to form oceans.

5. Which hypothesis best explains the potential role of the late heavy bombardment period in delivering water to Earth?

Correct Answer: b) Dr. Patel's hypothesis

Explanation: Dr. Patel specifically ties the delivery of water to Earth to impacts from comets and asteroids during the late heavy bombardment period.

SCIENCE REASONING PRACTICE TEST



ACT Science Reasoning Practice Test

(8 minutes)

Instructions:

This practice test includes three common ACT Science passage types: Data Representation, Research Summaries, and Conflicting Viewpoints. Read each passage and answer the associated questions. Each question includes a detailed answer explanation.

Passage 1: Data Representation

The Effect of Temperature on Chemical Reaction Rates

Scientists studied how temperature affects the rate of a chemical reaction. The rate (in moles per second) was measured at five different temperatures. The data is summarized in the table and graph below.

Table: Reaction Rate vs. Temperature

Temperature (°C)	Reaction Rate (moles/s)
10	0.2
20	0.5
30	1.0
40	2.0
50	4.0

Graph:

(Reaction rate increases exponentially as temperature rises.)

Questions for Passage 1

- 1. At which temperature was the reaction rate highest?**
 - A. 10°C
 - B. 20°C
 - C. 30°C
 - D. 50°C

- 2. How does the reaction rate change as the temperature increases from 20°C to 40°C?**
 - A. It decreases steadily.
 - B. It increases exponentially.
 - C. It remains constant.
 - D. It decreases slightly.

- 3. If the reaction rate at 60°C follows the same trend, what would it most likely be?**
 - A. 2.0 moles/s
 - B. 4.0 moles/s
 - C. 8.0 moles/s
 - D. 10.0 moles/s

Passage 2: Research Summaries

The Effect of Soil Type on Plant Growth

Researchers conducted two experiments to study how soil type affects the height of sunflower plants over 6 weeks.

Experiment 1:

Sunflowers were grown in three types of soil: sandy, loamy, and clay. The average plant height was recorded after 6 weeks.

• Results:

- Sandy soil: 12 cm
- Loamy soil: 20 cm
- Clay soil: 8 cm

Experiment 2:

Sunflowers were grown in loamy soil with different amounts of added fertilizer: 0 g, 5 g, and 10 g per pot.

• Results:

- 0 g: 18 cm
 - 5 g: 25 cm
 - 10 g: 30 cm
-

Questions for Passage 2

4. Which soil type resulted in the tallest sunflower plants in Experiment 1?

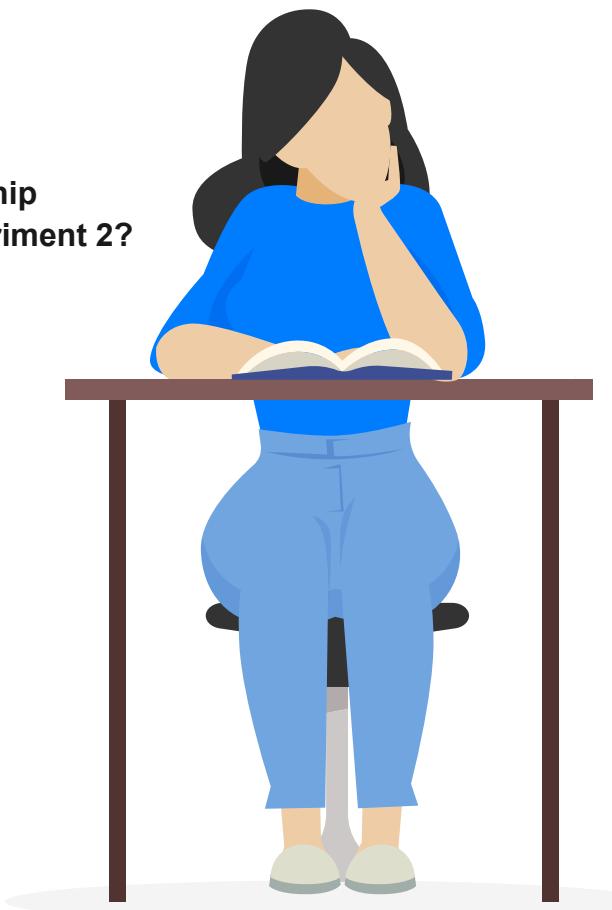
- A. Sandy
- B. Loamy
- C. Clay
- D. Soil type had no effect

5. What conclusion can be drawn about the relationship between fertilizer amount and plant height in Experiment 2?

- A. Adding more fertilizer decreases plant height.
- B. Plant height increases as fertilizer increases.
- C. Fertilizer has no effect on plant height.
- D. Plant height is highest with 0 g of fertilizer.

6. What would likely happen if 15 g of fertilizer were added to the pots in Experiment 2?

- A. Plant height would decrease to 20 cm.
- B. Plant height would remain at 30 cm.
- C. Plant height would increase beyond 30 cm.
- D. Plant height would decrease below 18 cm.



Passage 3: Conflicting Viewpoints

The Causes of Dinosaur Extinction

Two scientists, Dr. Lee and Dr. Chang, propose different hypotheses about the extinction of the dinosaurs.

Dr. Lee's Hypothesis:

Dr. Lee argues that an asteroid impact 65 million years ago caused a mass extinction event. The impact released large amounts of dust and debris into the atmosphere, blocking sunlight and disrupting the global climate. Dr. Lee cites evidence of iridium, a rare element found in asteroids, in sediment layers from that time.

Dr. Chang's Hypothesis:

Dr. Chang suggests that volcanic eruptions over millions of years caused gradual environmental changes, leading to extinction. These eruptions released large amounts of carbon dioxide and sulfur dioxide, which caused long-term climate warming and ocean acidification. Dr. Chang points to lava flows in India, known as the Deccan Traps, as evidence.

Questions for Passage 2

7. What is the main difference between the two hypotheses?

- A. Dr. Lee focuses on gradual changes, while Dr. Chang focuses on sudden changes.
- B. Dr. Lee focuses on sudden changes, while Dr. Chang focuses on gradual changes.
- C. Both hypotheses attribute extinction to asteroid impacts.
- D. Both hypotheses reject climate change as a factor.

8. Which piece of evidence supports Dr. Lee's hypothesis?

- A. The presence of lava flows in India.
- B. The discovery of iridium in sediment layers.
- C. Evidence of long-term ocean acidification.
- D. Fossils of dinosaurs in volcanic regions.

9. Which observation would weaken Dr. Chang's hypothesis?

- A. Discovery of an asteroid crater from 65 million years ago.
- B. Evidence that the Deccan Traps formed before the extinction.
- C. Increased levels of sulfur dioxide in volcanic eruptions.
- D. Fossil records showing gradual species decline.

Answer Key with Explanations

Passage 1 Answers

1. Correct Answer: d) 50°C

Explanation: The table shows that the reaction rate is highest (4.0 moles/s) at 50°C .

2. Correct Answer: b) It increases exponentially.

Explanation: The reaction rate doubles between 20°C and 40°C , consistent with exponential growth.

3. Correct Answer: c) 8.0 moles/s

Explanation: The trend suggests the reaction rate doubles with every 10°C increase. At 60°C , it would likely reach 8.0 moles/s.

Passage 2 Answers

4. Correct Answer: b) Loamy

Explanation: Loamy soil resulted in the tallest plants (20 cm) compared to sandy (12 cm) and clay (8 cm) soils.

5. Correct Answer: b) Plant height increases as fertilizer increases.

Explanation: In Experiment 2, plant height increases with increasing fertilizer ($0\text{ g} \rightarrow 18\text{ cm}$, $5\text{ g} \rightarrow 25\text{ cm}$, $10\text{ g} \rightarrow 30\text{ cm}$).

6. Correct Answer: c) Plant height would increase beyond 30 cm.

Explanation: The data suggests a direct correlation between fertilizer amount and plant height, so more fertilizer would likely increase height.

Passage 3 Answers

7. Correct Answer: b) Dr. Lee focuses on sudden changes, while Dr. Chang focuses on gradual changes.

Explanation: Dr. Lee attributes extinction to an asteroid impact (sudden), while Dr. Chang attributes it to volcanic activity (gradual).

8. Correct Answer: b) The discovery of iridium in sediment layers.

Explanation: Iridium, a rare element found in asteroids, supports Dr. Lee's asteroid impact hypothesis.

9. Correct Answer: b) Evidence that the Deccan Traps formed before the extinction.

Explanation: If the Deccan Traps formed before the extinction, it would challenge Dr. Chang's argument that volcanic eruptions caused the extinction.



05

ACT Writing Section



Overview

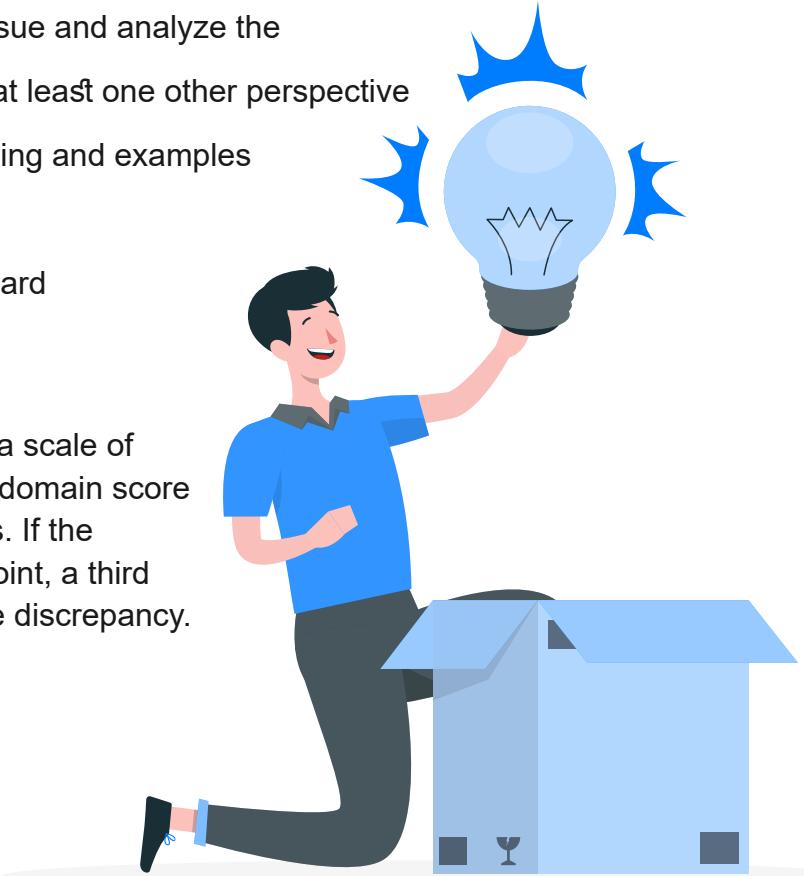
Taking the ACT with writing will provide you and the schools to which you have ACT report scores with additional scores. You will receive a total of five scores for this test: a single subject-level writing score reported on a range of 2-12, and four domain scores, also 2-12, that are based on an analytic scoring rubric. The subject-level score will be the rounded average of the four domain scores. The four domain scores are: **Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions**. An image of your essay will be available to your high school and the colleges to which you have ACT report your scores from that test date.

Taking the writing test does not affect your subject area scores or your Composite score. However, without a writing test score, no English Language Arts (ELA) score will be reported.

Your essay will be evaluated based on the evidence that it provides of your ability to:

- Clearly state your own perspective on the issue and analyze the relationship between your perspective and at least one other perspective
- Develop and support your ideas with reasoning and examples
- Organize your ideas clearly and logically
- Communicate your ideas effectively in standard written English

Two trained readers will score your essay on a scale of 1-6 in each of the four writing domains. Each domain score represents the sum of the two readers' scores. If the readers' ratings disagree by more than one point, a third reader will evaluate the essay and resolve the discrepancy.



ACT Writing: The Blueprint for a High Score

ACT Writing Prompt (Sample)

Topic: The Impact of Technology on Education

Technology has become an essential part of modern education, affecting how students learn and how teachers teach. Some believe that technology improves student engagement and expands access to learning resources. Others argue that technology reduces critical thinking skills and creates distractions. Still, others maintain that while technology is helpful, it should not replace traditional teaching methods.

Essay Task:

Write an essay in which you develop your own perspective on this issue. Incorporate at least one of the provided perspectives while comparing it with your own viewpoint. Use reasoning and evidence to support your argument.

Perspectives:

1. **Technology enhances education by providing students with access to vast amounts of information and personalized learning opportunities.**
2. **Technology is a distraction in the classroom, reducing students' ability to focus and engage in meaningful discussions.**
3. **Technology should complement, but not replace, traditional teaching methods, ensuring students develop critical thinking and interpersonal skills.**

How to Achieve a High Score on the ACT Writing Test

To earn a high score (10–12), your essay should excel in four areas: **Ideas & Analysis, Development & Support, Organization, and Language Use.**

1. Strong Thesis & Clear Perspective (Ideas & Analysis)

- Clearly state your position on the issue in the introduction.
- Acknowledge at least one of the given perspectives and compare it to your own.
- Avoid simply summarizing the perspectives—analyze and critique them.

» Example Thesis Statement:

“While technology offers significant benefits in education by making information more accessible, it should complement rather than replace traditional teaching methods to ensure that students develop both critical thinking and interpersonal skills.”

2. Well-Developed Argument (Development & Support)

- Support your argument with specific examples, facts, and reasoning.
- Use real-world examples, historical references, or personal anecdotes.
- Address the counterargument and refute it logically.

» Example Argument Paragraph:

“One major advantage of technology in education is that it provides students with access to a wealth of information that would otherwise be difficult to obtain. Platforms such as Khan Academy and online libraries allow students to learn at their own pace, reinforcing lessons taught in the classroom. For example, during the COVID-19 pandemic, online learning platforms enabled students worldwide to continue their education despite school closures. However, relying solely on technology can limit face-to-face interactions, which are crucial for building social and communication skills.”

3. Logical Structure & Transitions (Organization)

- **Introduction:** Start with a hook, introduce the topic, and present a clear thesis.
- **Body Paragraphs:** Each paragraph should focus on one main idea and include supporting evidence.
- **Counterargument Paragraph:** Address a counterpoint and refute it.
- **Conclusion:** Restate your thesis and summarize key points. End with a strong closing statement.

» Example Structure:

1. Introduction – Introduce the debate, state your thesis.
2. Body Paragraph 1 – Support your perspective with evidence.
3. Body Paragraph 2 – Address and critique another perspective.
4. Body Paragraph 3 – Refute an opposing argument to strengthen your stance.
5. Conclusion – Summarize your points and reinforce your argument.

4. Effective Language & Strong Writing Style (Language Use)

- Use **varied sentence structures** and avoid repetition.
- Demonstrate a strong command of vocabulary and **academic tone**.
- Use **transition words** (e.g., “therefore,” “consequently,” “on the other hand”) to improve flow.
- Avoid informal language and personal bias.

» Example Sentence for High-Scoring Writing:

“Although critics argue that technology reduces students’ ability to engage in critical discussions, integrating technology with structured classroom debates can, in fact, foster deeper analytical thinking by exposing students to diverse perspectives in a controlled learning environment.”

Scoring Breakdown & What It Takes to Score a 12

Scoring Category	What a High-Scoring Essay Includes (10-12)
Ideas & Analysis	A clear thesis, insightful perspective, and engagement with multiple viewpoints
Development & Support	Well-developed arguments with strong examples and logical reasoning.
Organization	Clear structure, smooth transitions, and well-organized ideas.
Language Use	Advanced vocabulary, varied sentence structures, and minimal grammatical errors.

Final Tips for Success

-  Plan before you write – Spend 5 minutes outlining your main points.
-  Use specific examples – Historical events, statistics, or personal experiences can strengthen your argument.
-  Stay balanced – Address counterarguments while strongly defending your position.
-  Proofread – If time allows, check for grammar errors and clarity.

The 7 Success Tips for the ACT Writing Test:

1. State the two choices given in the topic and argue for only one of the two topics by starting with a clear thesis statement. Do NOT copy the topic word for word! Rephrase the language from the topic but make certain that you provide context for the position you taken. Be sure to show how your position meets the goal specified in the topic.
2. Spend a couple of minutes crafting your thoughts. Consider your reasons for your choice topic-write down a few reasons. Provide some background information in your introduction but keep it relatively short, precise, and to the point. Think of credible evidence, explanations, and details of development and support of your position.
3. Pay close attention to the order in which you present your points. Specific details and information should be placed in the body of your essay. Organize your essay in a clear manner that allows the reader to follow your ideas and sequence without confusion.
4. Use topic sentences to help your readers understand the main idea of your paragraph. Use transition words to support a smooth flow of ideas.
5. Avoid repetition and vague language! Choose a variety of techniques, such as cause and effect, explanations, examples, facts, etc. Use effective sentence structure and use language that conveys your ideas clearly. Development is very important so make sure you develop your ideas well.

6. Restate your thesis (position and primary reason) to remind the reader of the important points you have made. You may also show how your position best supports the goal specified in the essay topic.
7. Spend the last 5-7 minutes re-reading, reviewing, and revising your essay with emphasis on spelling errors, appropriate use of grammar, subject-verb agreement, omissions, and transitions.

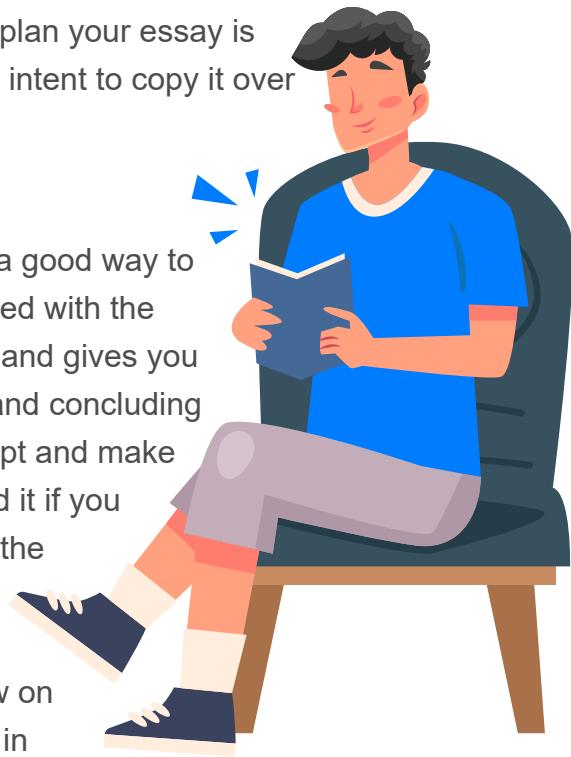
**** If you have time, you may earn points by briefly acknowledging the opposite perspective, and then arguing against it. In other words, anticipate what one might argue to support the opposite viewpoint, and then counter that argument with supporting details.

- **Pace yourself**

The ACT Writing Test gives you 30 minutes to read and think about the issue in the prompt and to plan and write your essay. When asked to write a timed essay, most writers find it useful to do some planning before they start writing and to do a final check of the essay when it is finished. It is unlikely that you will have time to draft, revise, and recopy your essay. Therefore, taking a few minutes to plan your essay is a much better strategy than writing a first draft with the intent to copy it over for the final essay.

- **Pre-write**

Some writers like to plunge right in, but this is seldom a good way to do well on a timed essay. Prewriting gets you acquainted with the issue, suggests patterns for presenting your thoughts, and gives you time to come up with interesting ideas for introducing and concluding your essay. Before writing, carefully consider the prompt and make sure you understand the question in the prompt; reread it if you aren't sure. Decide what point of view you will take on the issue in the prompt. Then jot down your ideas on the topic: this might simply be a list of ideas, reasons, and examples that you will use to explain your point of view on the issue. Write down what you think others might say in



opposition to your point of view and think about how you would refute their argument. Think about how to organize your ideas. You will be instructed to do your prewriting in your Writing Test booklet. You can refer back to these notes as you write your essay on the lined pages of your answer folder.

- **Write**

At the beginning of your essay, make sure your readers see that you understand the issue. Explain your point of view in a clear and logical way. If possible, discuss the issue in a broader context or evaluate the implications or complications of the issue. Address what others might say to refute your point of view and present a counterargument. Use specific examples. Vary the structure of your sentences, and use varied and precise word choices. Make logical relationships clear by using transitional words and phrases. Stay focused on the topic. End with a strong conclusion that summarizes or reinforces your position.

Is it advisable to organize your essay by using a formula, like “the five-paragraph essay”? Points are neither awarded nor deducted for following familiar formulas. The number of paragraphs in your essay is less important than the clarity and development of your ideas. Most writers find that their ideas have a way of sorting themselves out at reasonable length and in the right number of paragraphs.

- **Review your essay**

Take a few minutes before time is called to read over your essay. Correct any mistakes in grammar, usage, punctuation, and spelling. If you find any words that are hard to read, recopy them so your readers can read them easily. Make any corrections and revisions neatly between the lines. Do not write in the margins. The readers who score your essay understand that you only have 30 minutes to write your essay. Within that time limit, try to make your essay as polished as you can.

What Are the Guidelines?

Your score is based on the essay's:

- » clearly stated thesis
- » focus (few digressions or redundancies)
- » logical organization
- » proper grammar, vocabulary and sentence structure

Additional Tips on Crafting a Successful ACT Essay

The most important advice when writing your ACT essay: Have a thesis. Take a clear and decisive position and support it with appropriate examples. This also means staying focused. Don't repeat yourself or pursue rhetorical dead-ends.

Other tips you should keep in mind:

Be specific. Your examples and evidence are stronger when they are more concrete. Instead of simply stating that a dress code is negative, explain why.

Vary sentence structure. Don't fall into a rut by writing sentences of the same length and order. Mix them up.

Provide counterexamples. Be aware of differing viewpoints. Many readers support dress codes: acknowledge their arguments and explain why you disagree.

Aim for a larger context. If you can, convert the prompt into more universal terms. Dress codes are not only undesirable, you might argue, but also enforce conformity and obedience. Write no less than (5) solid paragraphs!

**** If you have time, you may earn points by briefly acknowledging the opposite perspective, and then arguing against it. In other words, anticipate what one might argue to support the opposite view point, and then counter that argument with supporting details.

Transition Signals:

Transitions are words and phrases that connect ideas and show how they are related.

To repeat an idea just stated:

- » In other words,
- » That is,
- » To repeat,
- » Again,

To illustrate an idea:

- » For example
- » For instance,
- » In particular,
- » In this manner,
- » Thus,

To announce a contrast, a change in direction:

- » Yet,
- » However,
- » Still,
- » Nevertheless,
- » On the other hand,
- » In contrast,
- » Instead of,
- » On the contrary,
- » Conversely,
- » Notwithstanding,
- » In spite of this,

Time:

- » At once,
- » At length,
- » Immediately,
- » At last,
- » Meanwhile,
- » In the meantime,
- » Presently,
- » At the same time,
- » Shortly,
- » In the end,
- » Temporarily,
- » Thereafter,

To show cause and effect:

- » As a result,
- » For this reason,
- » Therefore,
- » Hence,
- » Consequently,
- » Accordingly,

Conclusion:

- » In short,
- » To conclude,
- » In brief,
- » On the whole,
- » In summary,
- » To sum up,

To restate an idea more precisely:

- » To be exact,
- » To be specific,
- » More precisely,
- » To be precise,
- » More specifically,

To mark a new idea as an addition to what has been said: Also,

- » Too,
- » Besides,
- » Furthermore,
- » Further,
- » Moreover,
- » In addition,

The Writing Learning Outcomes

The student will be given one prompt or topic which will direct the writing activities, each in a different mode (purpose for writing). The student will be given the two modes which will be selected from the following: fictional or personal experience narrative, a persuasive piece, informational writing, a communication (letter, memo, thank-you note, letter to the editor, directions), a journal entry, or a summary. The student will produce a piece of writing that will:

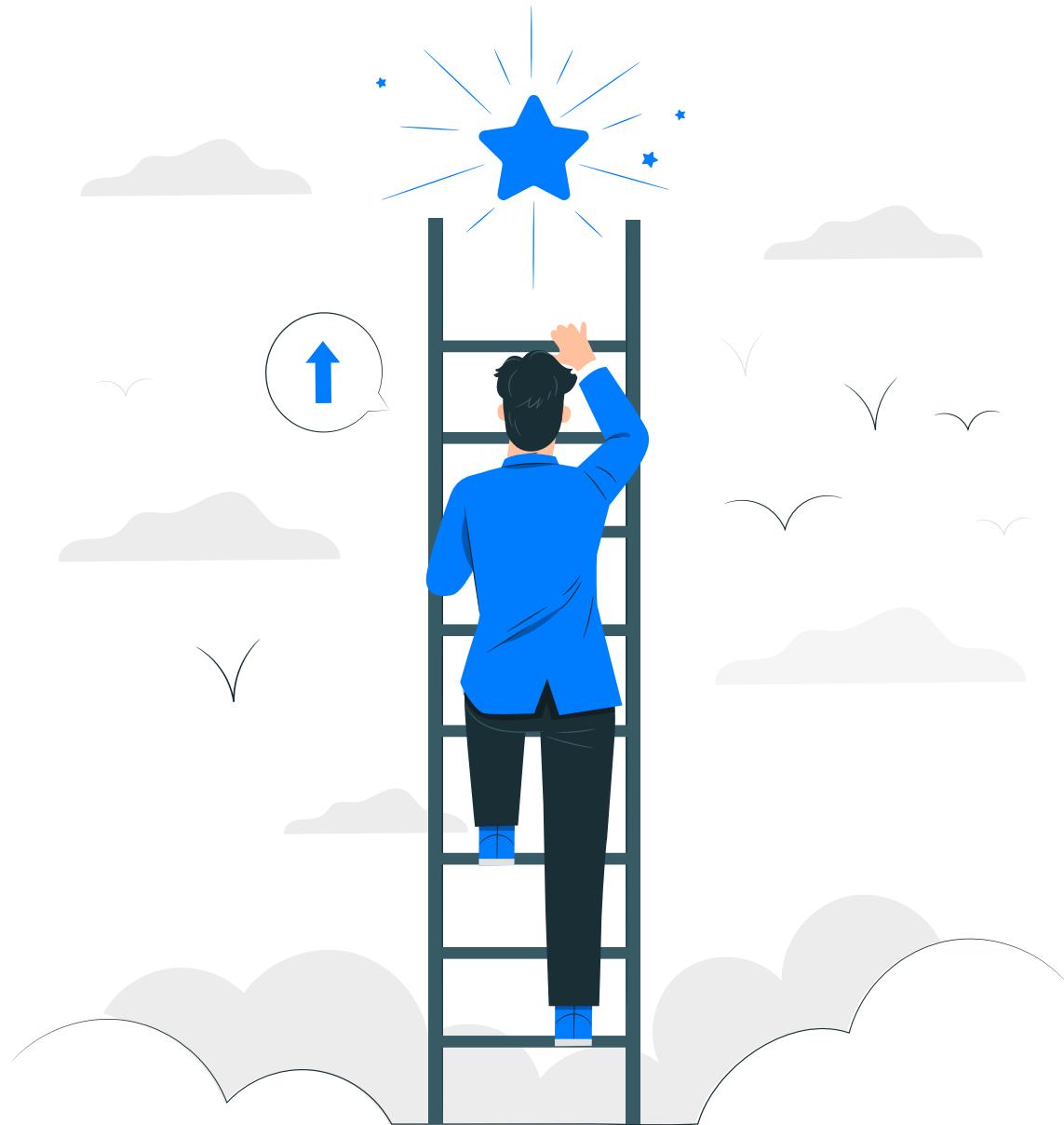
1. Convey a message clearly related to the prompt topic or description of a situation).
2. establish a main idea (thesis statement)
3. include relevant and clearly developed supporting ideas or examples
4. follows a logical order
5. use paragraphing to make the logical order clear
6. establish a smooth flow of ideas
7. convey a sense of completeness
8. exhibit the appropriate use of vocabulary
9. include clear and precise language
10. contain complete sentences and may contain some purposeful fragments
11. exhibit and maintain subject-verb agreement
12. contain standard forms of verbs and nouns
13. use clear pronoun reference
14. use appropriate and end punctuation
15. exhibit correct spelling and capitalization
16. exhibit legible handwriting

How the ACT Essay Is Scored

The ACT Essay has scoring process. It is assigned two readers, each of whom rank it on a scale of 1 to 6, with 1 being poor and 6 being excellent. Their two scores are added together to achieve a new number between 2 and 12, with 2 being poor and 12 being excellent. This equals your writing sub-score. You will also receive a combined English/Writing sub-score. This is the result of adding 2/3 of your English score to 1/3 of your writing score and converting that sum to a scale score between 1 and 36 (as with the rest of the ACT).

Your ESSAY will be based on your ability to:

1. express judgments by taking a position on the issue in the writing prompt
2. maintain a focus on the topic throughout the essay
3. develop a position by using logical reasoning and by supporting your ideas
4. organize ideas in a logical way
5. use language clearly and effectively according to the written rules of Standard English



ESSAY SCORING RUBRIC

SCORE 6	<ol style="list-style-type: none">1. TASK -Clear Understanding2. POSITION - takes position and offers critical context for discussion,3. COMPLEXITY -Examines different perspectives -evaluate implications and complications – responds to counter arguments4. DEVELOPMENT IDEAS -Ample, specific, logical, extensive5. FOCUS -Clear6. ORGANIZATION -Clear, logically sequenced, integrated transitions, intro and conclusion are well-developed7. LANGUAGE -Good command, precise words8. SENTENCE STRUCTURE -Varied9. CONVENTIONS -Few if any errors, do NOT distract the readers
SCORE 5	<ol style="list-style-type: none">1. TASK -Clear Understanding2. POSITION - takes position and offers broad context for discussion,3. COMPLEXITY -Partially evaluate implications and complications – responds to counter arguments4. DEVELOPMENT IDEAS -Specific logic, most ideas are elaborated, general statements5. FOCUS -Maintained6. ORGANIZATION -Clear but predictable, logically sequenced, simple transitions, intro and conclusion are generally well-developed7. LANGUAGE -Competent, word choice sometimes varied8. SENTENCE STRUCTURE -Somewhat Varied9. CONVENTIONS -Few errors, few distractions
SCORE 4	<ol style="list-style-type: none">1. TASK -Understanding2. POSITION - takes position and offers some context for discussion,3. COMPLEXITY -Some response to counter arguments4. DEVELOPMENT IDEAS -Adequate Some specific reasons, examples, details5. FOCUS –Maintained throughout most of the essay6. ORGANIZATION -Apparent but predictable, some evidence of logical sequencing,simple transitions, intro and conclusion are somewhat developed7. LANGUAGE -Adequate, appropriate word choice8. SENTENCE STRUCTURE -Some variety9. CONVENTIONS -Some distracting errors, but do not obstruct understanding

LUCID PREP

ACT STUDY PLAN



How to PLAN & Practice Effectively for the ACT

A SUGGESTED STUDY PLAN OF PRACTICE

Preparing for the ACT is one of the most important steps a high school student can take. Your ACT score helps determine where you will go to college and whether or not schools will offer you scholarship money.

When taking the practice exams in this book, please simulate actual test conditions:

- Find a quiet location that is free from distractions.
- Leave your phone in a separate room!
- Be sure to wear the same wrist watch during practice that you will wear during the actual exam.
- Be sure to use the same calculator, as well.
- Try to do an entire test in one sitting, whenever possible.
- Do not “read out loud” as this is not allowed during the ACT.

After completing a practice test, it is imperative that you carefully review your errors. Each test is accompanied by a set of explanations. When you miss a question, carefully review the explanation for the correct answer. It is virtually impossible to improve your ACT score without this corrective input.

All students should carefully read, review, and learn the strategies listed at the beginning of this book, found in the “About the ACT” section. These “Rules” will help you score to your maximum potential.

We suggest the following lesson plans:



STUDY TIPS

Focusing

- **Active participation.**

Studying requires an attentive, engaged mind, focused on the task at hand. You have to do more than simply watch the words go by on the page.

- **Environment.**

Turn off your TV and iPod. Find a place with few distractions. Simulate test conditions as closely as possible.

- **Procrastination.**

Break whatever you're studying into smaller parts, tackle the hardest part first, and reward yourself for small accomplishments.

Planning

- **Budgeting time.**

Plan your day, week, month, even year. This is especially important if you're taking tough classes while also studying for the ACT. You know that the month leading up to the test is going to be rough. Prioritize. Observe your own habits. Realize when you like to study, are most effective, etc., and set your schedule around those times.

- **Calendars.**

These can help a lot. Have one just for the ACT, and use it to map out study time.

- **Leverage downtime.**

Everyone has periods during the day when they are doing nothing but riding in the car or the bus or waiting for someone. This is a perfect time to pull out your study cards or SparkCharts. Those extra 10 minutes a day could make a big difference.

Cramming

- **Don't try to learn everything.**

Tackle only a few concepts or themes. It's better to know a few things pretty well than to barely know a lot of things. Understand that you won't be able to study everything, and focus on the most important themes and topics.

- **Use study cards.**

It's the fastest way to memorize and store information. Say things out loud.

- **Stay positive.**

Yeah, perhaps you should have started earlier, but there's nothing you can do about that now. Stay confident and focus on what you can do with the time you have.

TEST-TAKING TIPS

Multiple Choice

- **Relax:**

The answer is right under your nose. You just have to pick it out of the 5 choices given. This is easier than explaining why an answer is correct or showing work on how you arrived at an answer.

- **Traps!**

The trap is the answer that looks correct but actually isn't (traps are also called "distractors" because they distract you from finding the real answer). To dodge traps, try to think of your own answer before you look at the choices given.

- **R-E-A-D.**

Read the question carefully. We can't say that enough.

- **Don't sweat the small stuff.**

If you really get stuck, forget about it and move on. The easy questions count just as much as the hard ones.

The Essay

- **Outline.**

Take a few seconds to outline your essay. Try not to jump right in. Remember that you are being tested not only on your knowledge but also on your ability to write a coherent essay.

- **Stand Up.**

Take a stand, make an argument, support it, and conclude strongly. Even if you are wrong, if you take a firm stance, don't waver, and back things up, you'll still get close to full credit.

- **Time out!**

If you're running out of time, make an outline of what you would have liked to have said if you'd had time. This should win you at least a few points (hopefully).

GENERAL TEST-TAKING STRATEGIES

In this section, you'll learn how to take advantage of the ACT's structure to achieve the score you want. You'll learn basic rules for taking the ACT, as well as pacing and preparation strategies. These are the general test-taking strategies that you should use in all sections of the test, not just the English and Reading Tests. There are, of course, specific strategies for each of the individual tests. We'll cover the specific strategies for the English, Reading, and Writing Tests in this workbook.

SEVEN BASIC RULES FOR TAKING THE ACT

These seven rules apply to every section of the ACT. We list them here because you should always have these rules of test-taking in the back of your mind as you take the test. You don't need to focus on them obsessively, but you should be sure not to forget them. They will help you save time and cut down on careless errors.

1. Know the instructions for each test.

Since you'll need all the time you can get, don't waste time reading the test instructions during the actual test. Read the instructions before taking each practice set so you'll have them memorized for the actual test.

2. Use your test booklet as scratch paper.

Some students seem to think their test booklet has to look "pretty" at the end of the test. Don't be one of those students. A pristine test booklet is a wasted opportunity. In the Math Test, the ACT writers even give you "figuring" space for drawing diagrams and writing out solutions. You should write down all your work for math problems, in case you want to return to them later to complete the question or check your answer.



The Math Test isn't the only place where you can benefit from marginal scribbling, though. Making margin notes alongside the Reading and Science Reasoning passages can help you stay on track when answering the subsequent questions. In addition, if you want to skip a question and come back to it later, you should make a distinctive mark next to it, so you won't miss it on your second pass through the questions.

3. Answer the easy questions first.

This is a crucial strategy for the ACT. Since all questions within a subject test are worth the same number of points, there's no point in slaving away over a difficult question if doing so requires several minutes. In the same amount of time, you probably could have racked up points by answering a bunch of easy, less time-consuming questions. So, answer the easy and moderate questions first. That way you'll make sure that you get to see all the questions on the test that you have a good shot of getting right, while saving the leftover time for the difficult questions.

4. Don't get bogged down by a hard question.

This rule may seem obvious, but many people have a hard time letting go of a question. If you've spent a significant amount of time on a problem (in ACT world, a minute and a half is a lot of time) and haven't gotten close to answering it, just let it go. Leaving a question unfinished may seem

UNDERSTAND “MULTIPLE CHOICE”

The multiple-choice format of the ACT should affect the way you approach the questions. In this section, we'll discuss exactly how.

Only the Answer Matters

A computer, not a person, will score your test. This computer does not care how you arrived at your answers; it cares only whether your answers are correct and readable in little oval form. The test booklet in which you worked out your answers gets thrown in the garbage, or, if your proctor is conscientious, into a recycling bin.

On the ACT, no one looks at your work. If you get a question right, it doesn't matter whether you did impeccable work. In fact, it doesn't even matter whether you knew the answer or guessed. The multiple-choice structure of the test is a message to you from the ACT creators: “We only care about your answers.” Remember, the ACT is your tool to get into college, so treat it as a tool. It wants right answers? Give it right answers, as many as possible, using whatever strategies you can.

The Answers Are Right There

When you look at any ACT multiple-choice question, the answer is already right there in front of you. Of course, the ACT writers don't just give you the correct answer; they hide it among a bunch of incorrect answer choices. Your job on each question is to find the right answer. Because the answer is right there, begging to be found, you have two methods you can use to try to get the correct answer:

1. Look through the answer choices and pick out the one that is correct.
2. Look at the answer choices and eliminate wrong answers until there's only one answer left.

Both methods have their advantages: You are better off using option 1 in some situations and option 2 in others. In a perfect scenario in which you are sure how to answer a question, finding the right answer immediately is clearly better than chipping away at the wrong answers. Coming to a conclusion about a problem and then picking the single correct choice is a much simpler and quicker process than going through every answer choice and discarding the three or four that are wrong.

However, when you are unsure how to solve the problem, eliminating wrong answers becomes more attractive and appropriate. By focusing on the answers to problems that are giving you trouble, you might be able to use the answer choices to lead you in the right direction or to solve the problem through trial and error. You also might be able to eliminate answer choices through a variety of strategies (these strategies vary, as you'll see in the chapters devoted to question types). In some cases, you might be able to eliminate all the wrong answers. In others, you might only be able to eliminate one, which will still improve your odds when you attempt to guess.

Part of your preparation for the ACT should be to get some sense of when to use each strategy. Using the right strategy can increase your speed without affecting your accuracy, giving you more time to work on and answer as many questions as possible.



PACE YOURSELF

The ACT presents you with a ton of questions and, despite its three-hour length, not that much time to answer them. As you take the test, you will probably feel some pressure to answer quickly. As we've already discussed, getting bogged down on a single question is not a good thing. But rushing isn't any good either. In the end, there's no real difference between answering very few questions and answering lots of questions incorrectly: Both will lead to low scores. What you have to do is find a happy medium, a groove, a speed at which you can be both accurate and efficient, and get the score you want. Finding this pace is a tricky task, but it will come through practice and strategy.

Keep an Eye on the Clock

Because the ACT is a timed test, you should always be aware of the time. The proctor at the test center will strictly enforce the time limits for each subject test. Even if you have only one question left to answer, you won't be allowed to fill in that bubble.

As you take the test, watch the clock. You shouldn't be checking it every two minutes, since you will only waste time and give yourself a headache. But you should check occasionally to make sure you are on pace to achieve your target score.

SET A TARGET SCORE

The ACT is your tool to get into college. Therefore, a perfect score on the ACT is not a 36; it's the score that gets you into the colleges of your choice. Once you set a target score, your efforts should be directed toward achieving that score and not necessarily a 36.

In setting a target score, the first rule is to be honest and realistic. Base your target score on the schools you want to attend, and use the results from your practice tests to decide what's realistic. If you score a 20 on your first practice test, your target score probably should not be a 30. Instead, aim for a 23 or 24. Your scores will likely increase on your second test simply because you'll be more experienced than you were the first time, and then you can work on getting several extra problems right on each subject test. Adjust your pacing to the score you want, but also be honest with yourself about what pace you can maintain.

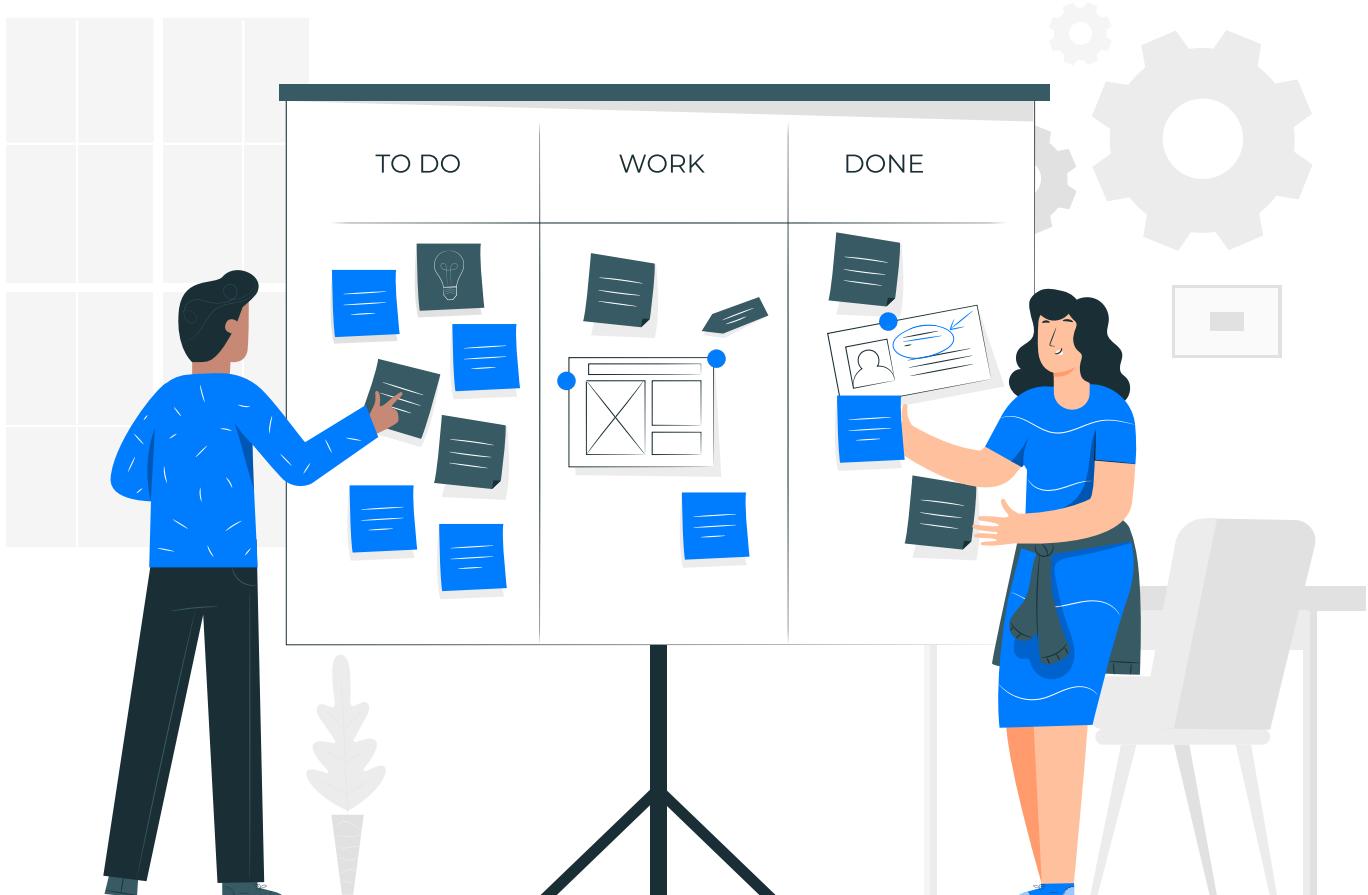
PREPARE

Preparation is the key to success on the ACT. When the ACT is lurking sometime far in the future, it can be difficult to motivate yourself to study. Establishing an organized study routine can help keep you on track as you approach the test date.

Setting Up a Study Schedule

Rather than simply telling yourself to study each week, you might want to write down an actual schedule, just as you have a schedule of classes at school. Keep this schedule where you'll see it every day, and consider showing it to a parent who will nag you incessantly when you don't follow it. (You might as well use your parents' nagging capabilities to your own advantage for once.) You should reward yourself for keeping to your schedule.

You should allot at least a few hours a week to studying, depending on how much time you have before the test date. If you start preparing six weeks in advance, you might consider studying one subject per week, with the last week left over for light review. Our



LUCID PREP ACT Study Plans

1-Month, 2-Month, and 3-Month ACT Practices Schedules

When you're figuring out how to study for the ACT, the best thing to first nail down is your ACT study plan. This ACT study plan defines the length of time you will be studying for, what you will be studying and when, as well as some general tips for preparing that will allow you to walk into test day completely prepared.

1-Month ACT Study Plan

One month to study for the ACT can be intense, so we don't really recommend this short of a prep schedule unless absolutely necessary (and ideally in conjunction with an ACT review course). However, because we understand life can get in the way, it's still critical for you to get in-the-know about how to study for the ACT in under 4 weeks. You will need to roll up your sleeves because you will be getting through a ton of content in a pretty short amount of time.

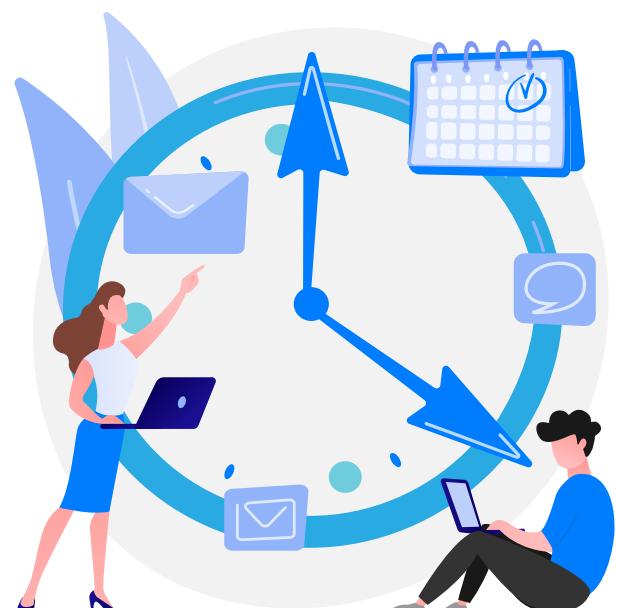
Time Commitment:

To be effectively prepared for the ACT in just one month, you will need to plan on devoting at least **12-15 hours per week on prep materials**. This can be broken up however your schedule allows, but we recommend being able to get in a solid 2 to 3 hours of consecutive study on study days. Here is a potential schedule:

*Monday, Wednesday, Thursday, Saturday: 2.5 hours study
Sunday: 3 hours study*

More than likely you will be able to clear some weekend time to study. This, of course, takes much more discipline and you must hold yourself accountable for those hours you plan on putting in on Saturday and Sunday.

This one-month ACT study plan is only 60 hours. You can only expect to improve your ACT score by up to 4 points in this time frame.



Week 1:

1. Set a goal score:

Your goal score should be in the 85th percentile of those admitted to the college or university that you wish to apply (*1 hour*)

2. Find your baseline score:

Your baseline score is what score you can receive on the ACT right now without doing any prep work. This requires taking a diagnostic test, simulating ACT test day conditions - taking an official ACT test in a quiet space, timing yourself appropriately for each section, and only taking breaks during official break time. To calculate your score, you will need to calculate your scaled composite score (*3 hours*)

3. Calculate how much higher your ACT score needs to become:

You should be shooting for an ACT score that will land you in the top 75th percentile of those admitted into the schools you wish to apply. Keep in mind that if you wish to improve your score over 4 points from your baseline score, you will need more time than just this one month of study (*1 hour*)

4. Work through diagnostic test questions:

Go through all the questions on your diagnostic test and see which ones you got wrong. You can find patterns on types of questions you are getting incorrect and begin modifying your study plan to improve these weak areas (*3 hours*)

5. Review the format of the ACT:

You should go through what each section of the ACT is going to test you on, how to methodically solve questions, as well as how you will be scored (*3 hours*)

6. Begin working through English:

Begin working through the English format, learn what concepts you will be tested on as well as what you will need to know for Grammar and the Passages (*1 hour*)

7. Study English Grammar Topics:

This is your time to actually learn the rules of grammar and how to answer the questions the ACT will ask you in terms of grammar and punctuation (*2 hours*)

Week 2:

1. Begin working through Reading:

Begin working through the Reading format, learn what kinds of passages you will see, what the questions tend to ask, and how to improve timing (*1 hour*)

2. Practice your Reading strategy:

When going through Reading passages, you should read the questions first then skim the passage. This helps you to find answers more quickly as well as saves you on time, since changing your reading pace in just 4 weeks would be pretty difficult (*2 hours*)

3. Use the ACT Flashcards for reading:

The flashcards in our toolkit cover Reading strategies and ways to determine correct answers (*1 hour*)

4. Memorize ACT vocab:

You can't study all the words tested on the ACT, but there are some common vocabulary words you should expect to be tested on. Start with this list of ACT vocab words in this lucid prep study guide. Consider making flashcards and bringing these around with you over the course of the week (*2 hours*)

5. Begin Math Basics:

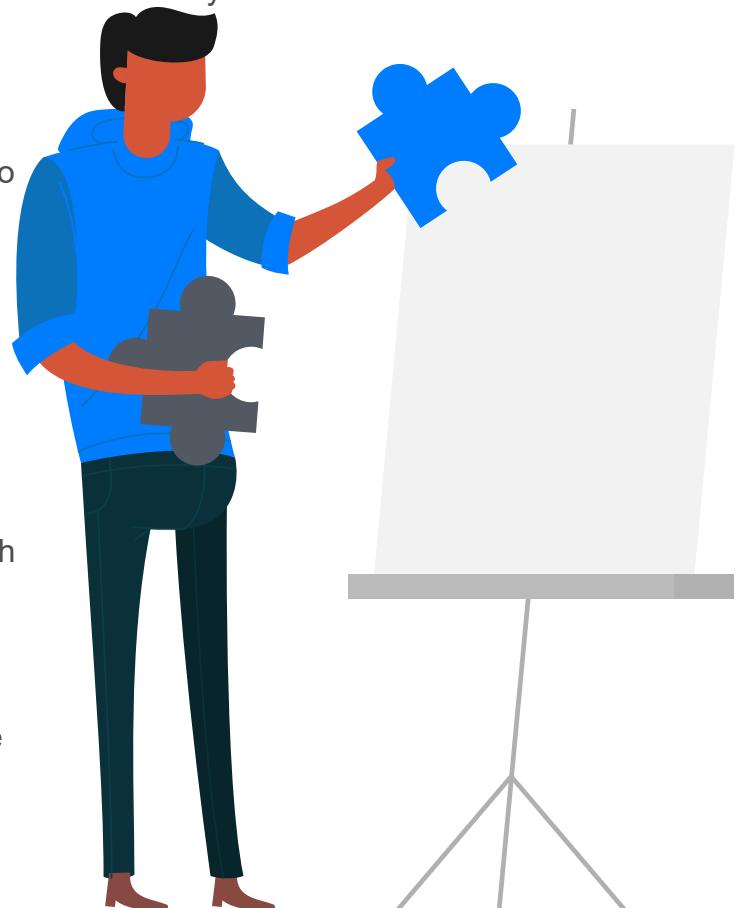
Just as before with English and Reading, you need to go through what's expected of you on the Math portion of the ACT. Review the concepts tested on so that you have a good idea of what you will need to practice moving forwards (*1 hour*)

6. Practice Math Concepts:

Integers, fractions, and proportions are some of the toughest areas for students. You can practice through questions utilizing a formulas cheat sheet (*1 hour*)

7. Memorize Math formulas:

It's time to memorize the formulas that you will come across on the ACT (*1 hour*)



8. Algebra Review:

Algebra class may have felt like years ago, so it's important to brush up on the algebra concepts including the following: word problems, functions, operations, systems of equations, and single-variable equations (*1 hour*)

9. Geometry Review:

Geometry can account for up to 35% - 45% of the ACT Math section, meaning it should NOT be overlooked. You will need to have the following concepts down pat: lines & slopes, reflections, translations, & rotations, lines & angles, polygons, circles, triangles, and solid geometry (*2 hours*)

10. Trigonometry Review:

You will only see about 4 to 6 questions (7%) on the ACT Math section, but does warrant review if you are aiming on being a top scorer (*1 hour*)

Week 3:

1. Begin working through Science:

Run through the Science section format and what to expect (*1 hour*)

2. Practice Science passage strategy:

Use science practice questions to first read the questions then skimming the passage (*2 hours*)

3. Brush up on Science concepts:

The ACT Science section doesn't necessarily test you directly on specialized knowledge, but a certain amount of biology, chemistry, math, and physics will be helpful (*1 .5 hours*)

4. Take an official ACT practice test:

Take the ACT test in simulated testing conditions (*3. 5 hours*)

5. Calculate progress:

Scale your scores and see what improvement you have made since your baseline score (*30 minutes*)

6. Go through ACT practice test answers:

This is important to learn from the mistakes you still may be making and home in on those concepts moving forward into your last week arid a half of studying (*3 hours*)

7. Review strategies for all sections:

Practice how to eliminate incorrect answers, plugging in answers for the Math and Science Sections, as well as how to read tables and charts (*4 hours*)

Week 4:

1. Take another ACT practice test:

Just as before, run through an official ACT practice test as if you are taking the real ACT (*3.5 hours*)

2. Score your ACT and look for where to review:

Score and scale your ACT score and see which areas you still need to work on (*30 minutes*)

3. Go through questions you missed and understand why:

This is critical for improving your test-taking ability. Go through the answers and comprehend why that answer is correct (*1 hour*)

4. Drill yourself on the weak areas of your last test:

Go back and review concepts that you missed on your third practice test. Test out the strategies you may have failed to use so that you can do this right on the next real ACT test (*4 hours*)

5. Review with your flashcards:

You don't want to get too stressed out on your last week before taking the ACT, so the rest of the week can be going through concepts and just getting confident in your understanding of what the ACT asks for and how to answer questions (*4 hours*).

6. Take the day off before the test:

It's almost time to celebrate. Enjoy the day off and get your mind off testing.



2-Month ACT Study Plan

A two-month ACT study plan can be a bit more digestible for those who are not trying to study 15 hours a week. This 2-month ACT study plan can be worked into nearly anybody's schedule, as it only requires 6-7 study hours per week for a total of 80 hours of study. This is a pretty moderate study plan, and, as always, you can feel free to study more or less as needed, but consider this a rough guide on how to do well on the ACT with 2 months of total prep.

Time Commitment:

For this two-month ACT study plan, you will need to plan on devoting at least **6-7 hours preparing for the ACT per week**. We recommend study periods of up to 2 hours at a time, totaling 3 days per week.

Monday, Wednesday, Friday: 2-3 hours.

This one month ACT study plan is ~80 hours. You can expect to improve your ACT score by 4-6 points in this time frame.

Week 1 :

1. Set a goal score:

Your goal score should be in the 85th percentile of those admitted to the college or university that you wish to apply (*1 hour*)

2. Find your baseline score:

Your baseline score is what score you can receive on the ACT right now without doing any prep work. This requires taking a diagnostic test, simulating ACT test day conditions - taking an official ACT test in a quiet space, timing yourself appropriately for each section, and only taking breaks during official break time. To calculate your score, you will need to calculate your scaled composite score (*3 hours*)

3. Analyze results of test:

Your baseline score is the composite scaled score you calculated. Take some time to go through your test and see where you are missing questions (*1-2 hours*)

4. Calculate how much higher your ACT score needs to become:

You should aim for an ACT score that lands you in the top 85th percentile of those admitted into the schools you wish to apply. Keep in mind that if you wish to improve your score over 6 points from your baseline score, you will likely need more time than just these 2 months of study (30 minutes)

Week 2:

1. Understand the ACT format:

Spend an hour reading up on what the formatting of the ACT is and what sections to expect and how scoring works (1 hour)

2. Begin English Section:

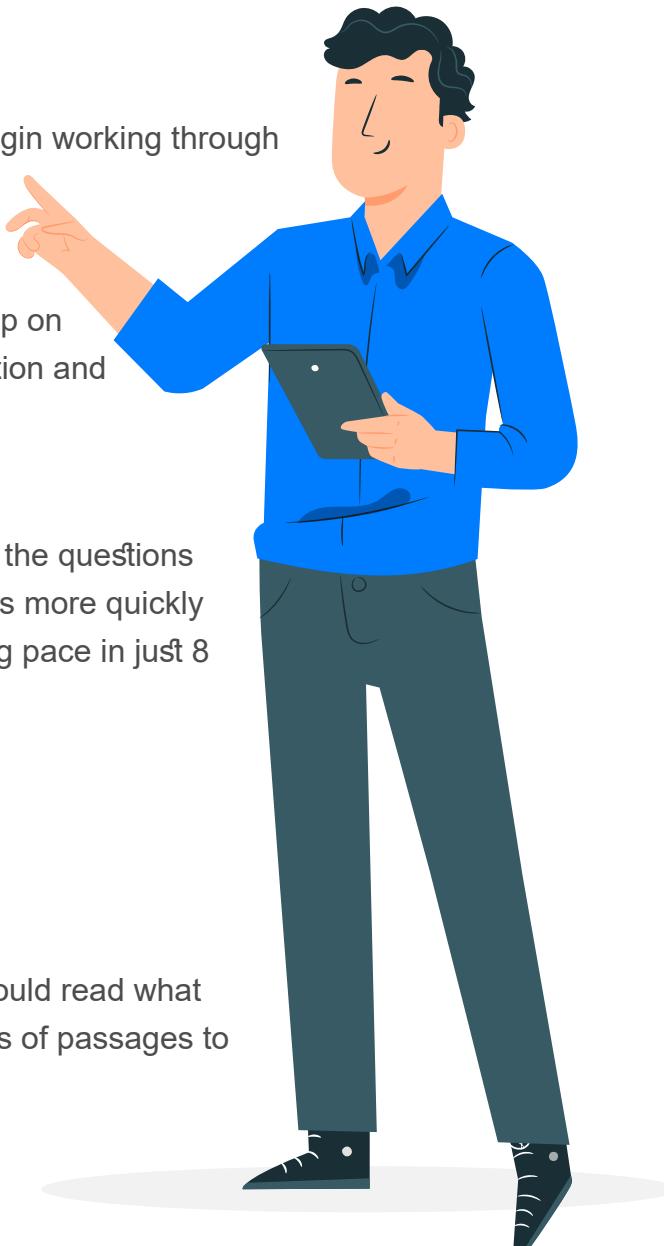
Go through what the ACT English section is about and begin working through passages (1.5 hours)

3. Study ACT Grammar and Punctuation:

This part you should not skip for the ACT English. Read up on the rules that will be tested in both grammar and punctuation and practice questions and analyze results (2.5 hours)

4. Practice your Reading strategy:

When going through Reading passages, you should read the questions first then skim the passage. This helps you to find answers more quickly as well as saves you on time, since changing your reading pace in just 8 weeks would be pretty difficult (2 hours)



Week 3:

1. Learn the Reading format:

The Reading section differs from the English, and you should read what the Reading section is going to test you on and what kinds of passages to expect (3 hours)

2. Choose a reading strategy:

There are various strategies to tackling the ACT Reading passages. Many students prefer to read the questions first, then skim through the passage looking for quick and easy answers. This is all up to your preference and there is a reading strategy that works for everyone. Begin practicing this reading strategy over the course of the next 2 days (*4 hours*)

Week 4:

1. Use the ACT Flashcards:

The flashcards in our toolkit cover Reading strategies and ways to determine correct answers (*1 hour*)

2. Memorize ACT vocab:

You can't study all the words tested on the ACT, but there are some common vocabulary words you should expect to be tested on. Start with this list of ACT vocab words. (*2 hours*)

3. Practice ACT English and Reading Questions:

Start working through official and unofficial ACT English and Reading questions. Don't forget to go through the answer and understand what you are getting incorrect and why (*3 hours*)

4. Go back and study any gaps in English and Reading:

If you are consistently answering something incorrectly or don't feel confident on specific questions, use this time to go back and study up on these concepts (*1 hour*)

Week 5:

1. Begin learning Math format:

It's time to switch into Math mode and go through the math section content, learn what is being tested, and have an understanding of what you will need to focus on (*1 hour*)

2. Practice Math Concepts:

Integers, fractions, and proportions are some of the toughest areas for students. You can practice through questions utilizing a formulas cheat sheet (*1 hour*)

3. Memorize Math formulas:

It's time to memorize the formulas that you will come across on the ACT (*1 hour*)

4. Algebra Review:

Algebra class may have felt like years ago, so it's important to brush up on the algebra concepts including the following: word problems, functions, operations, systems of equations, and single-variable equations (*2 hours*)

5. Geometry Review:

Geometry can account for up to 35% - 45% of the ACT Math section, meaning it should NOT be overlooked. You will need to have the following concepts down pat: lines & slopes, reflections, translations, & rotations, lines & angles, polygons, circles, triangles, and solid geometry (*2 hours*)

Week 6:

1. Trigonometry Review:

You will only see about 4 to 6 questions (7%) on the ACT Math section, but does warrant review if you are aiming on being a top scorer (*2 hours*)

2. Practice on official or quality unofficial math problems:

This is your time to work through questions and utilize strategies to get the correct answer. Be sure to understand when you get the incorrect answer and why (*2 hours*)

3. Begin working through Science:

Run through the Science section format and what to expect (*1 hour*)

4. Practice Science passage strategy:

Use science practice questions to first read the questions then skimming the passage (*2 hours*)

5. Brush up on Science Concepts:

The ACT Science section doesn't necessarily test you directly on specialized knowledge, but a certain amount of bio, chem, math, and physics will be helpful (*1. 5 hours*)

6. Take an official ACT practice test:

Take the ACT test in simulated testing conditions (*3.5 hours*)

Week 7:

1. Analyze results of ACT practice test:

Go through the answers of your ACT practice test and take note of weak areas to continue practicing! (1.5 hours)

2. Learn Science and Math answer strategies:

For example, plugging in numbers or answers as well as charts and tables you will need to learn for Science (2 hours)

3. Practice these strategies on official or high quality unofficial Science and Math sections

(2 hours)

4. Learn the Writing section:

Read what is expected on the ACT writing (30 minutes)

Week 8:

1. Take your final ACT practice test:

Take the ACT test in simulated testing conditions (3. 5 hours)

2. Analyze results of ACT practice test:

Go through the answers of your ACT practice test and make any final adjustments to last-minute study material (1 hour)

3. Practice writing an ACT Essay prompt:

Go through the format and try writing an ACT essay, if you plan to take it (1 hour)

4. Study concepts and last-minute materials:

Go through ACT vocab, math formulas, and any other material that you need to continue working on (2-3 hours)



3-Month ACT Study Plan

This three month ACT study plan can be intense, but if you plan on studying for 3 months for the ACT, then it's fair to say you are already up for the task. We're going to share with you a 3-month ACT study plan that will get you the ACT score you deserve.

Time Commitment:

To be effectively prepared for the ACT in just one month with this ACT study plan, you will need to plan on devoting at least **12-15 hours per week on prep materials**. This can be broken up however your schedule allows, but we recommend being about to at least get in 2 to 3 hours at a time on study days. Here is a potential schedule:

Monday, Wednesday, Thursday, Saturday: 2.5 hours study

Sunday: 3 hours study

More than likely you will be able to clear some weekend time to study to fit the hours in for this 3-month ACT study plan. This, of course, takes much more discipline and you must hold yourself accountable for those hours you plan on putting in on Saturday and Sunday.

This 3-month ACT study plan totals 150 hours. You can expect to improve your ACT score by up to 9 points in this time-frame.

Week 1:

1. Set a goal score:

Your goal score should be in the 85th percentile of those admitted to the college or university that you wish to apply (*1 hour*)

2. Find your baseline score:

Your baseline score is what score you can receive on the ACT right now without doing any prep work. This requires taking a diagnostic test, simulating ACT test day conditions - taking an official ACT test in a quiet space, timing yourself appropriately for each section, and only taking breaks during official break time. To calculate your score, you will need to calculate your scaled composite score (*3 hours*)

3. Analyze results of test:

Your baseline score is the composite scaled score you calculated. Take some time to go through your test and see where you are missing questions (*1 hour*)

4. Calculate how much higher your ACT score needs to become:

You should aim for an ACT score that lands you in the top 85th percentile of those admitted into the schools you wish to apply. Keep in mind that if you wish to improve your score over 6 points from your baseline score, you will likely need more time than just these 2 months of study (*30 minutes*)

5. Understand the ACT format:

Spend an hour reading up on what the formatting of the ACT is and what sections to expect and how scoring works (*1 hour*)

6. Begin English Section:

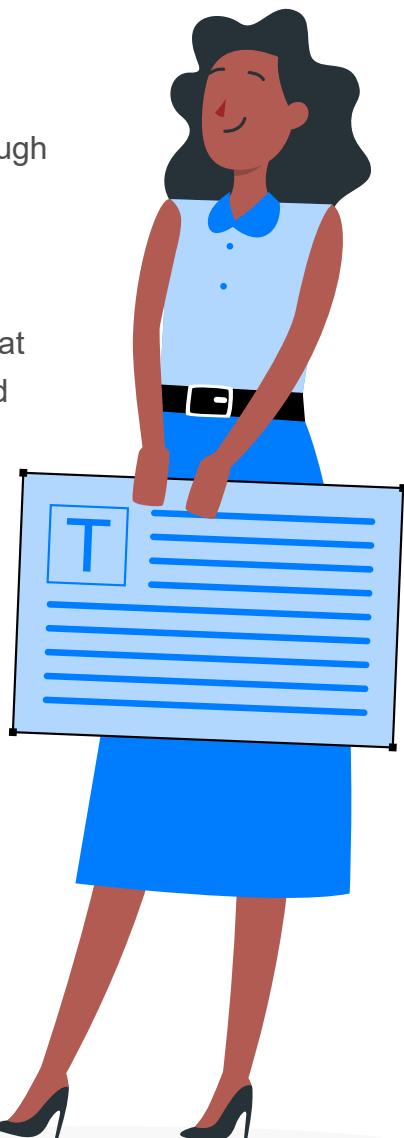
Go through what the ACT English section is about and begin working through passages (*1.5 hours*)

7. Study ACT Grammar and Punctuation:

This part you should not skip for the ACT English. Read up on the rules that will be tested in both grammar and punctuation and practice questions and analyze results (*2.5 hours*)

8. Practice your Reading strategy:

When going through Reading passages, you should read the questions first then skim the passage. This helps you to find answers more quickly as well as saves you on time, since changing your reading pace in just 8 weeks would be pretty difficult (*2 hours*)



Week 2:

1. Learn the Reading format:

The Reading section differs from the English, and you should read what the Reading section is going to test you on and what kinds of passages to expect. (*3 hours*)

2. Choose a reading strategy:

There are various strategies to tackling the ACT Reading passages. Many students prefer to read the questions first, then skim through the passage looking for quick and easy answers. This is all up to your preference and there is a reading strategy that works for everyone. Begin practicing this reading strategy over the course of the next 2 days (*4 hours*)

3. Use the ACT Flashcards:

The flashcards cover Reading strategies and ways to determine correct answers (*1 hour*)

4. Memorize ACT vocab:

You can't study all the words tested on the ACT, but there are some common vocabulary words you should expect to be tested on. Start with this list of ACT vocab words. Consider making flashcards and bringing these around with you over the course of the week (*2 hours*)

5. Practice ACT English and Reading Questions:

Start working through official and unofficial ACT English and Reading questions. Don't forget to go through the answer and understand what you are getting incorrect and why (*3 hours*)

6. Go back and study any gaps in English and Reading:

If you are consistently answering something incorrectly or don't feel confident on specific questions, use this time to go back and study up on these concepts (*1 hour*)

Week 3:

1. Begin learning Math format:

It's time to switch into Math mode and go through the math section content, learn what is being tested, and have an understanding of what you will need to focus on (*1 hour*)

2. Practice Math Concepts:

Integers, fractions, and proportions are some of the toughest areas for students. You can practice through questions utilizing a formulas cheat sheet (*1 hour*)

3. Memorize Math formulas:

It's time to memorize the formulas that you will come across on the ACT (*1 hour*)

4. Algebra Review:

Algebra class may have felt like years ago, so it's important to brush up on the algebra concepts including the following: word problems, functions, operations, systems of equations, and single-variable equations (*2 hours*)

5. Geometry Review:

Geometry can account for up to 35% - 45% of the ACT Math section, meaning it should NOT be overlooked. You will need to have the following concepts down pat lines & slopes, reflections, translations, & rotations, lines & angles, polygons, circles, triangles, and solid geometry (*2 hours*)

6. Trigonometry Review:

You will only see about 4 to 6 questions (7%) on the ACT Math section, but does warrant review if you are aiming on being a top scorer (*2 hours*)

7. Practice on official or quality unofficial math problems:

This is your time to work through questions and utilize strategies to get the correct answer. Be sure to understand when you get the incorrect answer and why (*2 hours*)

8. Begin working through Science :

Run through the Science section format and what to expect (*1 hour*)

9. Practice Science passage strategy:

Use science practice questions to first read the questions then skimming the passage (*2 hours*)

10. Brush up on Science Concepts:

The ACT Science section doesn't necessarily test you directly on specialized knowledge, but a certain amount of biology, chemistry, math, and physics will be helpful (*1.5 hours*)

Week 4:

1. Take an official ACT practice test:

Take the ACT test in simulated testing conditions (*3.5 hours*)

2. Analyze results of ACT practice test:

go through the answers of your ACT practice test and take note of weak areas to continue practicing! (*1.5 hours*)

3. Learn Science and Math answer strategies:

For example, plugging in numbers or answers as well as charts and tables you will need to learn for Science (*2 hours*)

4. Practice Math and Science strategies:

On official or high quality unofficial Science and Math sections (*4 hours*)

Week 5:

1. Practice weak areas of English section:

From previous practice test (*3 hours*)

2. Practice weak areas of Science section:

From previous practice test (*3 hours*)

3. Practice weak areas of Reading section:

From previous practice test (*3 hours*)

4. Practice weak areas of Math section:

From previous practice test (*3 hours*)

Week 6:

1. Study the ACT Writing format:

Read through various writing prompts and understand what is asked for in the optional writing section (*2 hours*)

2. Choose a writing format or template:

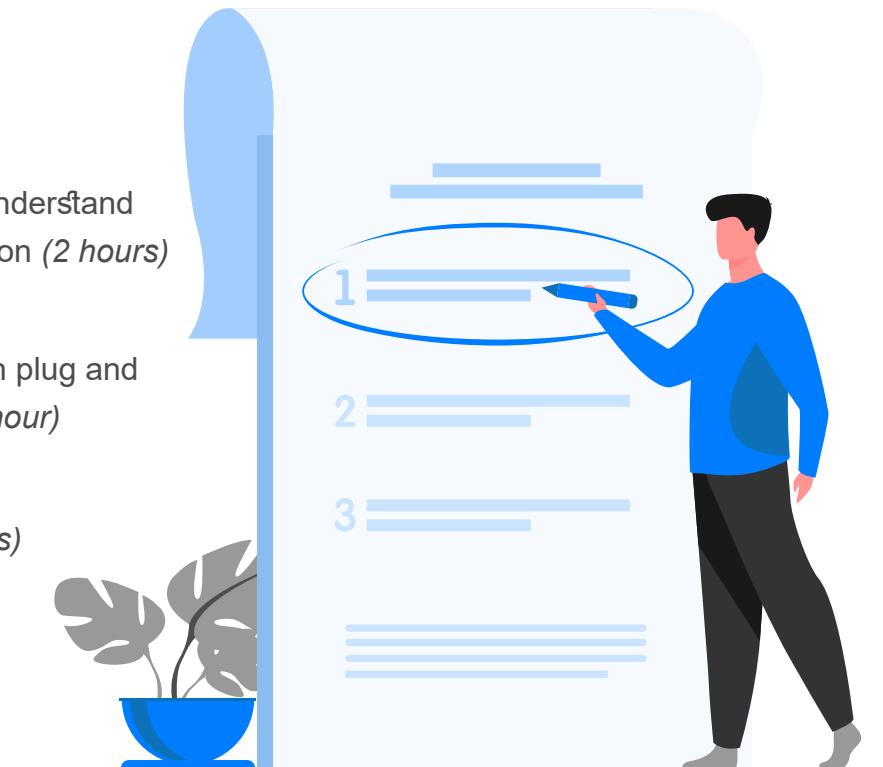
Practice writing with a format so that you can plug and chug any prompt into an essay template (*1 hour*)

3. Begin writing timed essays:

Write full essays in timed responses (*4 hours*)

4. Review and practice questions:

from each section (*6 hours*)



Week 7:

1. Take another official ACT Practice test:

Take the ACT test in simulated testing conditions (*3.5 hours*)

2. Analyze results of ACT practice test:

go through the answers of your ACT practice test and take note of weak areas (*1.5 hours*)

3. Focus on the sections and questions you're still struggling with:

on the practice test (*6 hours*)

Week 8:

1. Review Math and Science:

topics and practice questions (*6 hours*)

2. Review English and Reading:

topics and practice questions (*6 hours*)

Week 9:

1. Take another official ACT Practice test:

Take the ACT test in simulated testing conditions (*3.5 hours*)

2. Analyze results of ACT practice test:

go through the answers of your ACT practice test and take note of weak areas (*1.5 hours*)

3. Focus on the sections and questions you're still struggling with:

on the practice test (*6 hours*)

Week 10:

1. Practice weak areas of English section:

From previous practice test (*3 hours*)

2. Practice weak areas of Science section:

From previous practice test (*3 hours*)

3. Practice weak areas of Reading section:

From previous practice test (*3 hours*)

4. Practice weak areas of Math section:

From previous practice test (*3 hours*)

Week 11:

1. Take another official ACT Practice test:

Take the ACT test in simulated testing conditions (*3.5 hours*)

2. Analyze results of ACT practice test:

go through the answers of your ACT practice test and take note of weak areas (*1.5 hours*)

3. Focus on the sections and questions you're still struggling with:

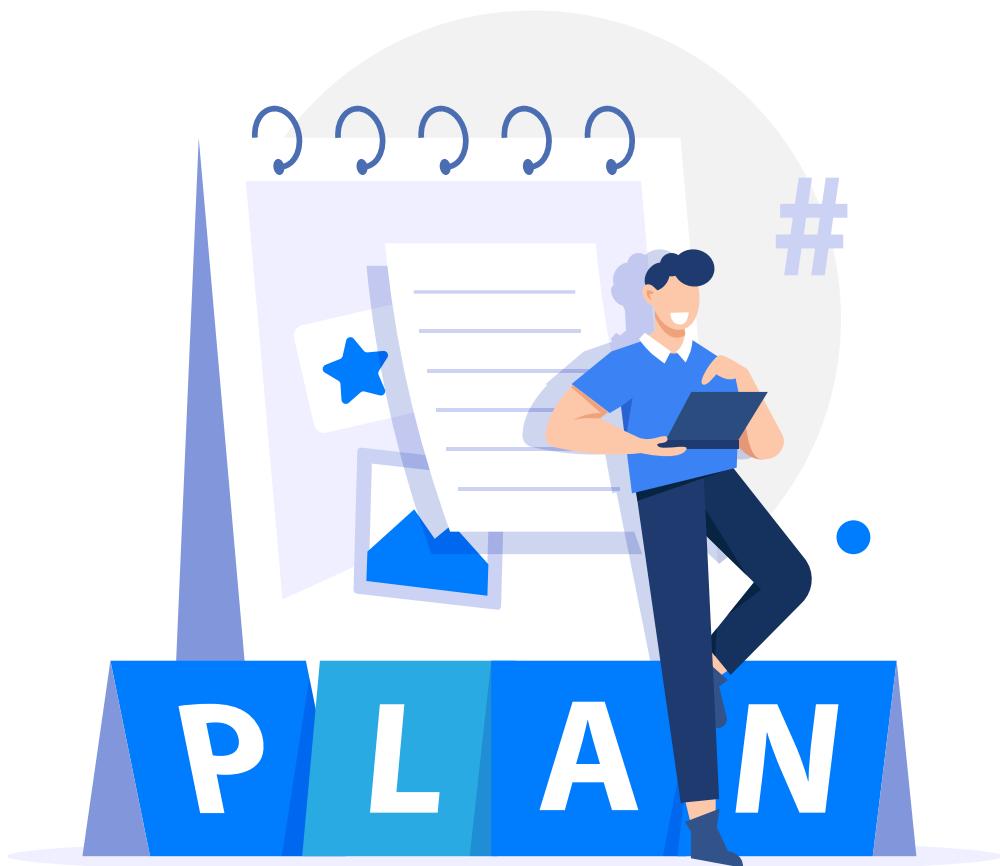
on the practice test (*6 hours*)

Week 12:

1. Take a break this week with light prep and last-minute reviews

(*6-7 hours*)

2. Don't study the day before the test!



NOTES & REFLECTION

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