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ACT STUDY SKILLS AND TEST-TAKING STRATEGIES

The advice in this chapter will help you set up an effective learning environment and create a successful study plan. You will also learn important study strategies and test-taking tips.

Part 1: Study Skills

You probably feel as though you have spent practically your entire life studying, so why do you need to learn how to study for the ACT test? The ACT is different from any other test you have ever taken. Not only is it longer and more important, but multisubject, standardized tests require a unique form of preparation.

You certainly do not have to scrap all the good study habits you have already learned, but you will most likely need to adapt them to the specifics of the ACT. You may already be using some of the techniques found in this chapter, but now is a good time to re-evaluate your study habits and tailor them specifically to the ACT.

While studying for the ACT, you will also learn which study habits do not work and be able to eliminate wasted study time. Remember that the more effective your study habits, the less time you will spend studying and the more free time you will have to do what you really enjoy.

Study Environment and Attitude

The Right Mood

It will probably be tough to carve out extra time to study for the ACT on top of your regular schoolwork, your extracurricular activities, and your social life. These reasons may even lead you to procrastinate, but procrastinating can cause lots of trouble at test time. If you procrastinate too much or for too long, you will not be prepared for the exam.

One of the best ways to beat procrastination is to use a reward system. We all like to be rewarded for a job well done. If we know there is going to be a reward at the end of our work, it is easier to get started. So promise yourself a small reward for each study session. For example, you might promise yourself an hour of watching TV or playing video games as a reward for an hour of study. You might promise to treat yourself to a movie or a new CD after you finish a chapter in a test-prep book. Get your parents involved with your reward plan and maybe they will provide some rewards of their own.

Remember, your attitude is important. It can dramatically affect how much you learn and how well you learn it. Make sure that you have a positive attitude. You will study, you will learn, and you will do well. Your study time will be time well spent.

The Right Conditions

You can have the best attitude in the world, but if you are tired or distracted, you are going to have difficulty studying. To be at your best, you need to be focused, alert, and calm. That means you need to study under the right conditions.

Everyone is different, so you need to know what conditions work best for you. Here are eight questions to consider:

1. What time of day do you work best—morning, afternoon, or evening? How early in the day or late in the night can you think clearly?
2. Do you work best in total silence? Or do you prefer music or other noise in the background?

3. If you prefer music, what kind? Classical music often helps people relax because the music is soft and there are no words. But you may prefer music that energizes you. Others work best with music that has special meaning to them and puts them in a positive state of mind.
4. Where do you like to work? Do you feel most comfortable sitting at the kitchen counter? At the dining room table? At a desk in your bedroom? (Try to avoid studying in bed. You will probably be relaxed, but you may be too comfortable and fall asleep.) Or do you prefer to study out of the house, in the library or a local coffee shop?
5. What do you like to have around you when you work? Do you feel most comfortable in your favorite chair? Do you like to have pictures of family and friends around?
6. What kind of lighting do you prefer? Does soft light make you sleepy? Do you need bright light? If it's too bright, you may feel uncomfortable. If it is too dark, you may feel sleepy. Remember that poor lighting can also strain your eyes and give you a headache.
7. How does eating affect you? Do you feel most energized right after a meal? Or does eating tend to make you drowsy? Which foods give you a lot of energy? Which slow you down?
8. Can you put problems or other pressing concerns out of your mind to focus on a different task? How can you minimize distractions so you can fully focus on your work?

Think carefully about each of these questions and be honest with yourself. You may like listening to music, but do you really study better in silence? Do you usually study in your room but are tempted by talking on the phone or using the computer? The more honestly you evaluate your study environment, the more effectively you will use your time, and the less time you will have to spend studying. Write down your answers so you can develop a good study plan.

Study Groups

The majority of your study time should be spent alone in the environment that is best for your study style. However, a good way to get motivated and add some variety to your studying is by forming or joining a study group. Studying with a group will not only be more fun than studying alone, but if you are stuck on a problem, someone in your group may be able to explain it to you. And do not underestimate the value of helping other people in your group. Explaining a difficult concept to someone else is a great way to reinforce what you know or help you decipher what you do not really understand. There are a few things to consider when you form your study group:

- Find an appropriate place with few distractions to study.
- Keep your group small; three or four people is best.
- Include only other students who are as serious about studying for the ACT as you are.
- Set an agenda for your meeting, keep it specific, and decide on one concrete goal for your meeting.

The Right Tools

Help make your study session successful by having the right learning tools. As you study for the ACT, have:

- a good dictionary, such as *Merriam-Webster's Collegiate Dictionary, 11th Edition*
- a calculator
- paper or legal pads
- pencils (and a pencil sharpener) or pens
- a highlighter, or several, in different colors
- index or other note cards
- folders or notebooks
- a calendar

Keep your personal preferences in mind. Perhaps you like to write with a certain kind of pen or on a certain kind of paper. If so, make sure you have that pen or paper with you when you study. It will help you feel more comfortable and relaxed as you work.

Learning How You Learn

Imagine that you need directions to a restaurant you have never been to before. Which of the following would you do?

- Look on a map.
- Ask someone to tell you how to get there.
- Draw a map or copy someone's written directions.
- List step-by-step directions.

Most people learn in a variety of ways. They learn by seeing, hearing, doing, and organizing information from the world around them. But most of us tend to use one of these ways more than the others. That's our *dominant* (strongest) learning style. How you would handle getting directions, for example, suggests which learning style you use most often:

- **Visual.** Visual learners learn best *by seeing*. If you would look at a map for directions, you are probably a visual learner. You understand ideas best when they are in pictures or graphs. You may learn better by using different colors as you take notes. Use a highlighter (or several, in different colors) as you read, to mark important ideas. Mapping and diagramming ideas are good learning strategies for visual learners.
- **Auditory.** Auditory learners learn best *by listening*. If you would ask someone to tell you directions, you are probably an auditory learner. You would probably rather listen to a lecture than read a textbook, and you may learn better by reading aloud. Try recording your notes on a tape player and listening to your tapes.

- **Kinesthetic.** Kinesthetic learners learn best *by doing*. (*Kinesthetic means feeling the movements of the body.*) They like to keep their hands and bodies moving. If you would draw a map or copy down directions, you are probably a kinesthetic learner. You will benefit from interacting with the material you are studying. Underline, take notes, and create note cards. Recopying material will help you remember it.
- **Sequential.** Sequential learners learn best *by putting things in order*. If you would create a step-by-step list of driving directions, you are probably a sequential learner. You may learn better by creating outlines and grouping ideas together into categories.

Think carefully about how you learn. Which is your dominant learning style? Keep it in mind as you read about Learning Strategies in Part 2 of this chapter.

Learning Styles and Finding the Methods Right for You

The best way to tackle the preparations involved in studying for the ACT is first to think about the way you study now. Do you set aside a specific time to do your homework? Is there a place that you always go to study? Do you take on all your subjects at once or start with the easiest? Once you have given some thought to your current study habits, it is time to honestly evaluate how well they work.

Creating a Study Plan

You will probably spend more time studying for the ACT than you have spent studying for any other test. So even with the best intentions, if you sit down with this book and say, “I’m going to master the ACT,” you will most likely get discouraged and give up before you sharpen your number 2 pencil. But if instead you create a study plan by breaking down your tasks into manageable parts and scheduling time to tackle them, you will almost certainly succeed.

The first step you should take is to make a list of everything you need to study in order to do well on the ACT. Make this list as detailed as possible. Instead of “study English” or “practice math,” for example, appropriate tasks should be “take a practice English test” or “go over missed questions on the last math practice test.” Make your list long. The smaller the tasks, the faster you will cross them off your list. The effort you put forth at the start will more than pay off in the end by eliminating wasted time.

What You Know and What You Need to Know

In order to make your list, you need to determine what you already know and what you need to learn. To create an effective study plan, you need a good sense of exactly what you need to study. Chances are you already know some of the test material well. Some of it you may need only to review, and some of it you may need to study in detail.

Take the ACT practice tests in each chapter of this book to find out how you would do on the exam. How did you score? What do you seem to know well? What do you need to review? What do you need to study in detail?

Scheduling Study Time

Next, you need to set a time frame. Once you have a good sense of how much studying is ahead, create a detailed study schedule. Use a calendar to set specific deadlines. If deadlines make you nervous, give yourself plenty of time for each task. Otherwise, you might have trouble keeping calm and staying on track.

To create a good schedule, break your studying into small tasks that move toward your learning goals. A study plan that says “Learn everything by May 1” isn’t going to be helpful. However, a study plan that sets dates for learning specific material in March and April *will* enable you to learn everything by May 1. For example, if you need to focus on building your reading comprehension skills, you might create a schedule like the following:

Week 1	Review basic reading comprehension strategies.
Week 2	Practice finding the main idea.
Week 3	Practice vocabulary in context questions.
Week 4	Practice specific detail questions.
Week 5	Practice inference questions.
Week 6	Practice finding the references.
Week 7	Take reading practice test.
Week 8	Begin reviewing grammar/usage rules.
Week 9	Continue reviewing grammar/usage rules.
Week 10	Start overall review.
Week 11	Continue overall review.
Every day	Read the editorials in the local newspaper.

As you set your deadlines, consider your day-to-day schedule. How much time can you spend on studying each week? Exactly when can you fit in the time to study? Be sure to be realistic about how much time you have and how much you can accomplish. Give yourself the study time you need to succeed.

Stick to Your Plan

Make sure you have your plan on paper and post your plan where you can see it. Do not just keep it in your head! Look at it regularly so you can remember what and when to study. Checking your plan regularly can also help you see how much progress you have made along the way.

It is important that you do not give up or get discouraged if you fall behind. Unexpected events may interrupt your plans. You may have a big test coming up at school or you may come down with the flu. Or it might just take you longer to complete a task than you planned. That's okay. Stick to your schedule as much as possible, but remember that

sometimes life gets in the way. So, if you miss one of your deadlines, do not despair. Instead, just pick up where you left off. Try to squeeze in a little extra time in the next few weeks to catch up. If that does not seem possible, simply adjust your schedule. Change your deadlines so that they are more realistic. Just be sure you still have enough time to finish everything before the exam.

You will need to revisit your list often, allotting more time to areas with which you feel less comfortable and reducing the time needed on areas you have mastered.

How Do You Know What You Know?

One of the keys to successful studying is knowing what you know and knowing what you don't know. Practice tests are one effective way to measure this. But there are other ways.

One of the best ways to measure how well you know something is by assessing how well you can explain it to someone else. If you *really* know the material, you should be able to help someone else understand it. Use your learning style to explain a difficult question to someone in your study group. For example, if you are an auditory learner, talk it out. If you are a visual learner, create diagrams and tables to demonstrate your knowledge. Rewrite your notes or devise your own quizzes with questions and answers like those on the exam. Provide an explanation along with the correct answer.

How do you know what you *do not* know? If you feel uncertain or uncomfortable during a practice test or when you try to explain it to someone else, you probably need to study more. Write down all of your questions and uncertainties. If you write down what you do not know, you can focus on searching for answers. When you get the answers, you can write them next to the question and review them periodically. And notice how many questions you answer along the way—you will see yourself making steady progress.

If you are avoiding certain topics, it is a sign that you don't know those topics well enough for the exam. Make up your mind to tackle these areas at your next study session. Do not procrastinate!

Part 2: Learning Strategies

How successful you are at studying usually has less to do with how much you know and how much you study than with *how* you study. That is because some study techniques are more effective than others. You can spend hours and hours doing practice tests, but if you do not carefully review your answers, much of your time will be wasted. You need to learn from your mistakes and study what you do not know. The best method is to use several of the following proven study techniques. You may already be using many of these study skills in your normal schoolwork, but they can help you make the most of your learning style and store information in your long-term memory.

Asking Questions

Asking questions is a powerful study strategy because it forces you to get actively involved in the material you want to learn. That, in turn, helps you better understand and remember the material. And there is another important benefit—the process of asking and answering your own questions helps you become comfortable with the exam format.

For example, as you read something, you can ask yourself questions like those you would see on the ACT, such as:

- What is this passage about?
- What is the main idea?
- What is the author's purpose and point of view?
- What is the mood or tone?

- What is the meaning of this word as it is used in the sentence?
- Is this sentence a main idea or a detail?

Highlighting and Underlining

Whenever you read or study, have a pen, pencil, or highlighter in your hand. That way, as you read books, notes, or handouts that belong to you (not the school or library), you can mark the words and ideas that are most important to learn or remember. Highlighting or underlining helps make key ideas stand out. Important information is then easy to find when you need to take notes or review.

The key to effective highlighting or underlining is *to be selective*. Do not highlight or underline indiscriminately. If you highlight every other sentence, nothing will stand out for you on the page. Highlight only the key words and ideas or concepts you do not understand.

Taking Notes

Taking notes helps you understand, organize, and remember information. The secret to taking useful notes is knowing what you should write down. As with highlighting, the key is to be selective. Take notes about the same things you would underline, especially main ideas, rules, and other items you need to learn. Whenever possible, include examples so that you can *see* the concept clearly.

Making Notes

Making notes is often as important as *taking* notes. Making notes means that you *respond* to what you study. There are several ways you can respond (talk back) to the text:

- **Write questions.** If you see something you don't understand, write a question. *What does this mean? Why is this word used this way? Why is this the best title?* Then, answer all of your questions.

- **Make connections.** Any time you make connections between ideas, you improve your chances of remembering that material. For example, if you are trying to learn the definition of the word *demographic*, you may know that *democracy* refers to government by the *people*, while *graphic* refers to *information*, written or drawn. From that you can remember that *demographic* has to do with *information* about *people*.
- **Write your reactions.** Your reactions work much like connections, and they can help you remember information.

Outlining and Mapping Information

Outlines are great tools, especially for sequential learners. They help you focus on what is most important by making it easier to review key ideas and see relationships among those ideas. With an outline, you can see how supporting information is related to main ideas.

The basic outline structure is this:

- I. Topic
 - 1. Main idea
 - a. Major supporting idea
 - i. Minor supporting idea

Mapping information is similar to making an outline. The difference is that maps are less structured. You do not have to organize ideas from top to bottom. Instead, with a map, the ideas can go all over the page. The key is that you still show how the ideas are related.

Making Flash Cards

Flash cards are a simple but effective study tool. First, buy or cut out small pieces of paper (3 × 5 index cards work well). On one side, put a question or word you need to learn. On the back, put the answer. You can use different colors and pictures, especially if you are a visual learner.

Memorizing versus Remembering

It is true that repetition is the key to mastery. Try repeating a new phone number over and over, for example. Eventually you will remember it. But it may stay only in your *short-term* memory. In a few days (or maybe even a few hours), you are likely to forget the number. You need to use it to really learn it and store the information in your *long-term* memory.

Although there are some tricks you can use to help remember things in the short term, your best bet is to *use* what you are learning as much and as soon as possible. This is especially important when you are studying for the ACT, because much of the test focuses on your reasoning skills and not simple memorization. This means you really have to understand the material, because you will not be given the opportunity simply to recall information. This does not mean that you do not need to know basic information in all of the areas covered. If, for example, you do not know common punctuation rules, you will get answers wrong on the ACT English Test. If you find (through the ACT or practice questions) that you do not remember certain grammar rules or math concepts, you will need to study them.

Here are some general strategies to help you remember information as you prepare for the ACT:

- **Learn information in small chunks.** Our brains process small chunks of information better than large ones. If you have a list of 20 grammar rules, break that list into four lists of five rules each.
- **Spread out your memory work.** Do not try to remember too much at one time. For example, if you break up those 20 rules into four lists, do not try to do all four lists, one after another. Instead, try studying one list each day in several short, spaced-out sessions. For example, spend 20 minutes in the morning getting familiar with the new rules. Review the rules again for 15 minutes at lunchtime. Take another 15 minutes while you are on the bus going home. Add another ten-minute review before bed. This kind of

SLEEP ON IT

A rested and relaxed brain learns information best. Whenever possible, study right before you go to sleep or first thing after you awaken. Try not to do anything else in between. If you study for an hour and then watch TV for an hour before bed, you will not remember as much as if you studied for an hour and then went right to bed. Right before and after sleep, you are usually in your most relaxed state—and that makes it easier for you to learn.

distributed practice is very effective. It is also a sneaky way to add more study time to your schedule. And it provides lots of repetition without tiring your brain.

- **Make connections.** You learn best when you make connections to things you already know.
- **Use visual aids,** especially if you are a visual learner. Help yourself see in your mind what you need to learn.
- **Use your voice,** especially if you are an auditory learner. Say aloud what you need to learn; you can even sing it if you like, especially if you can make a rhyme. Any time you are learning grammar and structure, say a sample sentence aloud several times. Try different variations, too.

ACT-Specific Strategies

The amount of material covered in the ACT may seem overwhelming at first. But keep in mind that there should be little new information for you to learn. The most important thing to do is identify your areas of weakness. Once you do that, you will realize that the few grammar rules and math problems you need to learn are entirely manageable.

Learn from Your Mistakes

Spend time reviewing your practice questions to determine exactly why you got an answer wrong. Did you misread the question? Are you unfamiliar with comma usage? Only when you pinpoint exactly why you answered something incorrectly can you learn to get it right.

Access Your Teachers

Talk to your current and past teachers to find out how they can help. They can probably point out the areas they think you need to review and they may offer extra help on subjects that are giving you trouble.

Go through Old Tests and Texts

Some of the material on the ACT will be from subjects you are not currently taking. Go through your old exams (talk to your former teachers if you do not have them), and use your old textbooks to refresh your memory.

Part 3: Test-Taking Strategies

Knowing the material on which you will be tested improves your chances of succeeding. But it does not guarantee that you will do your best on the exam. The ACT does not test just your knowledge of English, math, science, and writing. Like all standardized tests, it also measures your test-taking skills. In this section, you will learn strategies for taking standardized tests like the ACT.

Learn about the Test

One sure way to increase your chances of success is to find out as much as you can about the exam. If you do not know what to expect on the test, you will not know how to study. It is likely that you will be extra anxious about the exam, too. The more you know about the test, the better you can prepare—and the more relaxed you will be when the test comes.

You already know what kind of test the ACT is. You know that there are five separate tests that make up the whole ACT: English, math, reading, science, and the optional writing test. You know that the test questions for the first four tests are all multiple-choice. You know how much time you have to complete each test. But until you look at actual sample questions, you still do not *really* know what to expect. For example, in the reading test, what kind of passages will you be presented with? What kind of questions will you be asked about those passages?

Getting sample tests and working with skill builders like this book can help you in many ways. You will get used to the kind of questions asked and the level of difficulty of those questions. You will also become familiar with the format and comfortable with the length of the exam.

When you take your practice tests, try to re-create the actual testing conditions as closely as possible. Sit in a chair at a desk or table somewhere free from distractions. Time the test and use only the amount of time you would have on the real test. After you score your test, review your answers carefully. Ask yourself why you got the questions wrong that you did and add those concepts to your study schedule.

Timing

The more practice tests you take, the more comfortable you will feel regarding how long you have to answer each question. You should be able to spend less time answering the easier questions, and then come back to the harder ones with the time remaining.

The following list gives you a basic idea of how long you have for each question (remember that some questions will be easier than others and will, therefore, require less time):

- English: 30 seconds
- Math: 1 minute
- Reading: 30 seconds (with about 5 minutes to read each passage)
- Science: 30 seconds

Multiple-Choice Test Strategies

Multiple-choice is the most popular question format for standardized tests like the ACT. Understandably so: multiple-choice questions are easy and fast to grade. They are also popular because they are generally considered *objective*. They are questions based solely on information and do not allow the test taker to express opinions.

Multiple-choice questions have two parts:

1. **Stem:** the question
2. **Options:** the answer choices

The incorrect answers are called **distracters**.

stem: If $a = 10$, then which of the following represents 803?

options:

- a. $8a + 3$
- b. $80a + 3$
- c. $8a^2 + 3$
- d. $8a^3 + 3$
- e. $8a^4 + 3$

In this question, the correct answer is **b**. The other options are all distracters. Here are six strategies to help you answer multiple-choice questions correctly:

1. **Circle or underline key words in the stem.**

These are the words that help you search for the correct answer. For example, in the stem:

The modern bicycle has all of the following safety features EXCEPT

the key words are *modern*, *safety features*, and *except*. You need to look in the passage for the safety features of modern bicycles. And you need to select the answer choice that is *not* specifically mentioned in the passage.

2. **Immediately cross out all answers you know are incorrect.** This will help you find the correct

answer. It is an especially important step if you have to guess the answer.

3. **Beware of distracter techniques.** Test developers will often put in look-alike options, easily confused options, and silly options.
4. **Read stems carefully:** Be sure you understand exactly what is being asked. Watch for tricky wording such as “All of the following are true EXCEPT.” You will find distracters that seem accurate and may sound right but do not apply to that stem. For example, if you don’t notice the *except* on the bicycle question stem, you might choose a distracter that is a safety feature of the modern bicycle. The answer would seem accurate but would be wrong because you did not read the question carefully.
5. **Beware of absolutes.** Read carefully any stem that includes words like *always, never, none, or all*. An answer may sound perfectly correct and the general principle may be correct. However, it may not be true in all circumstances.
6. **Work easiest questions first.** Although the questions on the ACT are not in order of difficulty, you should still quickly read through a question, and if it seems too hard, circle it and come back to it later. Remember that easy questions are worth the same as hard questions.

Almost There: Strategies for the Final Days before the Exam

Your months of preparation will soon pay off. You have worked hard, and the test is just a week or two away. Here are some tips for making sure things go smoothly in the home stretch.

The Week before the Test:

- Be sure you know exactly where you are taking the test. Get detailed directions. Take a practice drive or mass transit trip so you know exactly how long it will take to get there.
- Review everything you have learned.
- Get quality sleep each night.

- Practice visualization—see yourself performing well on the ACT.

The Day before the Test:

- Get light exercise. Do not work out too hard. You do not want to be sore or physically exhausted the day of the exam.
- Get everything you will need ready: pencils/pens, a calculator, admission materials/documentation, and water or any mints or snacks you would like to have along.
- Make a list of everything you need to bring so you don’t forget anything in the morning.
- Get to bed early.
- Make sure you set your alarm. Ask a family member to make sure you are up on time.

The Day of the Test:

- Get up early.
- Eat a light, healthy breakfast, such as yogurt and granola or a low-fat, low-sugar cereal and fruit.
- Dress comfortably. Wear layers so that you can take off a sweatshirt or sweater if you are too warm in the test room.
- Do not drastically alter your diet. For example, if you drink coffee every morning, do not skip it—you could get a headache. However, do not drink a second cup or super-sized portion. Too much caffeine can make you jittery during the exam, and you may crash when the caffeine wears off.

At the Test Site:

- Chat with others, but *not* about the test. That might only make you more nervous.
- Think positively. Remember, you are prepared.
- Avoid squeezing in a last-minute review. Instead, visualize your success and plan your reward for after the test is over.

After the Test:

- Celebrate!

WHAT TO BRING TO THE TEST

- picture ID
- admission slip
- calculator
- watch
- three number 2 pencils with erasers
- sweatshirt or sweater
- water
- nutritious snack

Handling and Preventing Test Stress

Handling Test Stress

Test anxiety is like the common cold. Most people suffer from it periodically. It won't kill you, but it can make your life miserable for several days.

Like a cold, test anxiety can be mild or severe. You may just feel an underlying nervousness about the upcoming exam. Or you may be nearly paralyzed with worry, especially if there is a lot riding on the exam. Whatever the case, if you have test anxiety, you need to cope with it. Fortunately, many strategies help prevent and treat test anxiety.

Prevention

The best cure for test anxiety is to *prevent* it from happening in the first place. Test anxiety is often caused by a lack of preparation. If you learn all you can about the test and create and follow a study plan, you should be in good shape when it comes to exam time. Here are some other, more general strategies:

- **Establish and stick to a routine.** Routines help us feel more comfortable and in control. Whenever possible, study at the same time and in the same place. Make your test preparation a habit that is hard to break. Studying for the ACT will become easier as it becomes routine. You will be more likely to avoid distractions, and others will know not to disturb you during your ACT study time.

- **Keep your general stress level low.** If there are a lot of other stresses in your life, chances are a big test will make those other stresses seem more difficult to manage. Remember to keep things in perspective. If something is beyond your control, don't waste your energy worrying about it. Instead, think of how you can handle what is in your control.
- **Stay confident.** Remind yourself that you are smart and capable. You can take this test—and you can do well on it.
- **Stay healthy.** When your body is run down or ill, your brainpower will suffer, too. You are much more likely to be overtaken by worries. Take care of yourself throughout the test-preparation process. (See more information at the end of this chapter.)

Treatment

If it is too late to prevent test anxiety, don't panic. You can still treat it effectively. Here are some strategies to help reduce test stress:

- **Face your fears.** Admit that you are worried about the test, and examine the reasons. Your fears won't change the fact that you have to take the test, but they can paralyze you and keep you from studying and doing well on the exam. Acknowledge your fears, put them in perspective, and refuse to let your fears hurt you.

One helpful strategy is to write down your fears. When you put your worries on paper, they seem more manageable than when they are bouncing around in your brain and keeping you awake at night. Once you write down your fears, you can then brainstorm solutions. For example, imagine you are worried about not being able to find enough time to get your work done and finish studying. Once you put this fear down on paper, you can begin to determine how to squeeze in the hours you need to get everything done, and you will feel more in control.

- **Keep things in perspective.** Yes, the ACT is a big deal; it is an important test. But even if you do poorly on the test, is it the end of the world? Will your family stop loving you? Will you be less of a person? Of course not. And if you really blow it, remember that you can take the test again. Perspective is important to performance. Of course you should be serious about succeeding. But don't lose sight of other important aspects of your life.
- **Be sufficiently prepared.** Anxiety often comes from feeling insecure in a new situation. But if you prepare well, using this and other books, the ACT will not be new to you. And if you follow your study plan, you will know how to answer the questions. If you have fallen behind, remember that it is not too late to catch up.
- **Stop making excuses.** Excuses may give you some comfort in the short term, but they do not take away test anxiety—and they will not help you do well on the exam. In fact, excuses often make things worse by making you feel guilty and powerless. Do not let yourself feel like a victim. You may have a lot of things happening in your life and many things may interfere with your studies, but you have the power to choose how you deal with your circumstances.
- **Imagine yourself succeeding.** Highly successful people will often tell you that one of their secrets is visualization. In their mind's eye, they *see* themselves succeeding. They imagine the situations they will face, and then imagine themselves handling those situations beautifully.

Visualization is a powerful tool. It is a way of telling yourself that *you believe you can do it*. The power of this kind of belief is amazing. If you believe you can accomplish something, you are far more likely to accomplish it. Likewise, if you believe you *can't* do something, you are far more likely to *fail*. Positive visualization will make it easier for you to study and manage your entire test-preparation process.

Anyone can use the power of visualization. Picture yourself sitting calmly through the exam, answering one question after another correctly. See yourself getting excellent test results in the mail. Imagine yourself telling family and friends how well you did on the exam. Picture yourself receiving the college acceptance letter you desire.

- **Stick to your study plan.** Test anxiety can paralyze you if you let it. And before you know it, you have missed several deadlines on your study plan. Guess what? That only makes your test anxiety worse. As soon as you feel your stomach start to flutter with test anxiety, return to your study plan. Make an extra effort to stick to your schedule.

A Healthy Mind and a Healthy Body

It is difficult to do your best on a test when you are not feeling well. Your mind *and* body need to be in good shape for the test. If you let your body get run-down, you may become ill. That, in turn, sets you back on your study schedule. And that may lead to test anxiety, which can make you feel run-down again. You need to avoid this downward spiral. If you do feel run-down, take a day or two to rest and feel better. Maybe you will be two days behind your study schedule, but when you continue, your studying will be more effective. As long as it is not a constant problem for you and as long as you are not using illness to avoid studying, you will do yourself a favor by resting.

Take good care of yourself throughout the entire test-preparation process and especially in the week before the exam. Here are some specific suggestions for staying healthy:

- **Get enough rest.** Some of us need eight or more hours of sleep each night. Others are happy with just six. You know what your body needs for you to feel clear-headed and energized. Make sleep a priority, so that you are able to concentrate the day of the exam. If you have trouble sleeping, try one of the following strategies:

- Get exercise during the day. A tired body will demand more sleep.
- Get up and study. If you study in the night when you can't sleep, you can cut out study time from the next day so you can take a nap or get to bed earlier. (Of course, sometimes studying will help you fall asleep in the first place.)
- Relax with a hot bath, a good book, or sleep-inducing foods. A glass of warm milk, for example, may help you fall back asleep.
- Do some gentle stretching or seated forward bends. Try to touch your toes with your legs outstretched. This is a relaxing posture. Or practice a few relaxation poses from yoga: child's pose or cat stretch (see a website like www.yoga.com for details).
- Spend a few minutes doing deep breathing. Fill your lungs slowly and completely. Hold for a few seconds and then release slowly and completely. You can practice deep breathing anytime you need to relax or regain focus.
- Write down your worries. Again, putting your fears on paper can help make them more manageable.
- **Eat well.** Keeping a healthy diet is often as hard as getting enough rest when you are busy preparing for a test. But how you eat can have a tremendous

impact on how you study and how you perform on the exam. You may think you are saving time by eating fast food. But in reality, you are depriving your body of the nutrition it needs to perform at its best. You may think that a couple of extra cups of coffee a day are a good thing because you can stay up later and study. But in reality, you are tricking your brain into thinking that it's awake and you are making yourself more dependent on caffeine.

Foods to avoid—especially at test time—include high-sugar, high-calorie, low-nutrition foods, such as doughnuts, chips, and cookies. Instead, find healthy substitutes.

INSTEAD OF . . .	EAT . . .
doughnuts	low-sugar, multigrain cereal
chips	carrot sticks
cookies	natural granola bar
ice cream	low-fat yogurt
sugary soda	freshly squeezed fruit juice
giant-sized coffee	green tea

ACT English Practice Test 1

75 Questions—45 Minutes

Read each passage through once before you begin to answer any questions. You will see that certain words or phrases in the following five passages have been underlined and numbered. Following each passage, you will see alternatives for those underlined words or phrases. Choose the one that best expresses the idea of the passage, is the best use of standard English, or is most consistent with the tone and style of the passage. If you find the underlined part to be correct, choose “NO CHANGE.” Note that to answer many of the questions you will probably need to read several sentences beyond the question. You may also find questions about a section of the passage or the passage as a whole, rather than about an underlined part.

Passage 1—Sigmund Freud

The father and originator of¹ psychoanalysis, Sigmund Freud (1856–1939), is largely responsible for the way we understand ourselves, as creatures, with² conflicting “selves” and desires. Freud posited³ the notion that the mind is teeming with “psychic energy” and that our personality is shaped largely by the interactions of the levels of the mind. Among Freud’s most important contributions to modern psychology and the contemporary understanding of the self is his theory of the unconscious.

(1) According to Freud, the mind is much like an iceberg. (2) Most of our minds⁴ activities, then, occur beneath the surface, in the unconscious and beyond our knowing.

(3) The *conscious* is the part of the mind of which we are aware; it is the tip of the iceberg that is visible above the water. (4) The *unconscious*, on the other hand,⁵ is all that is below the surface—the thoughts, feelings, and desires

that we are not aware of but that nonetheless affect our behavior.

Freud believed that the unconscious is *deterministic*. That is, our behaviors are caused (determined) by thoughts and impulses deep in our unconscious—of which thoughts and impulses we are not aware.⁶ This is related to the phenomenon called “Freudian slip.”⁷ Unless we psychoanalyze ourselves, we may never be aware of the hidden reasons for our actions. This suggests that the notion of free will might have been⁸ an illusion and that our choices are governed by hidden mental processes which we have no control over.⁹

Repression is the act of pushing our conflicts to the unconscious. So that¹⁰ we are no longer aware of them. It is our chief *defense mechanism* (a way to avoid conflict between our true desires and our senses of right and wrong¹¹). Freud believed that too much repression can lead to neurosis, a mental disorder resulting in depression or abnormal behavior, sometimes with physical symptoms but with no evidence of disease.

1. a. NO CHANGE
b. father (and originator) of
c. father, and originator of,
d. father of
2. f. NO CHANGE
g. ourselves as creatures with
h. ourselves, being like creatures with
j. ourselves. As creatures with
3. a. NO CHANGE
b. positioned
c. deposited
d. supposed

4. f. NO CHANGE
g. mind
h. mind's
j. minds'
5. a. NO CHANGE
b. likewise,
c. unfortunately,
d. thereby,
6. f. NO CHANGE
g. we are not aware of which thoughts and impulses.
h. thoughts and impulses of which we are not aware.
j. which we are not aware of, these thoughts and impulses.
7. Upon revising this essay, the writer would be wise to
a. leave this sentence exactly as it is.
b. delete this sentence from the paragraph.
c. move this sentence to the end of the paragraph.
d. use a better phrase than *related to*.
8. f. NO CHANGE
g. would be
h. has been
j. is
9. a. NO CHANGE
b. we have no control over.
c. we can't control.
d. over which we have no control.
10. f. NO CHANGE
g. unconscious of which
h. unconscious so that
j. unconscious, for
11. a. NO CHANGE
b. our sense of right and wrong
c. our senses of rights and wrongs
d. our sense of rights and wrongs
12. The most logical sequence of sentences for paragraph 2 is which of the following?
f. NO CHANGE
g. 1, 3, 4, 2
h. 3, 4, 1, 2
j. 2, 1, 3, 4
13. The author's use of italics is designed to do which of the following?
a. indicate that a foreign language is being used
b. call attention to Freud's genius
c. create a more emotional tone
d. highlight key terms that are defined in the text
14. Which of the following choices provides the most logical and effective transition from the third paragraph to the fourth paragraph?
f. Sometimes the impulses for our behavior come from repressed desires.
g. Another theory of Freud's is *repression*.
h. Freud also believed in repression.
j. Neurosis can be caused by repression to the unconscious.
15. The first sentence of the second paragraph contains a
a. metaphor.
b. simile.
c. analogy.
d. hyperbole.

Passage II—Yoga

One of today's hottest fads is also one of the world's oldest practices: the ancient art of yoga. At first, I thought yoga was just another fitness fad, like step aerobics classes or Tae Bo. But after my first class, I understood why yoga has lasted for thousands of years and why so many people are completely into¹⁶ this practice.

Yoga is different from other fitness activities because it is not only physical. In the correct form,¹⁷ yoga is a practice of unification: an emotional, spiritual, *and* physical exercise.

Although it may seem easy to those who¹⁸ have never practiced, yoga poses require great concentration, and they are¹⁹ surprisingly effective²⁰ in stretching and strengthening muscles. A simple sitting pose such as *staff pose*, for example, requires you to tighten and lengthen stomach, back, and arm muscles as you stretch you're²¹ legs out in front of you and place your hands by your side. More difficult poses, such as *brave warrior*, require you to balance on one leg and hold a pose that strengthens leg, back, and stomach muscles, which is good for you.²²

While yoga tones and strengthens the body, it also tones and strengthens the mind. Many poses can be only held²³ if you are completely focused on the task, and full benefit of the poses comes only through proper breathing. Concentrated deep breathing during yoga helps you extend more fully into the poses, thereby gaining greater benefit from the stretch. And the steady²⁴ circulation of breath through your body both calms and energizes.

I am still relatively new to yoga. I have only been practicing for one year. I am addicted to yoga²⁵ unlike any other physical activity because it is also a spiritual practice. Through yoga, I am able to release tensions that lodge in various parts of my body: the tight shoulders, the cramped legs, the belly that is in knots.²⁶ The physical release is also a spiritual release: I

feel calm after doing yoga, reconnected to my body, reconnected to myself, more²⁷ at peace with the world. After a series of asanas (poses), I feel the universal life force within.

16. f. NO CHANGE
g. hooked on
h. devoted to
j. practitioners of
17. a. NO CHANGE
b. Done correctly,
c. To do it correctly,
d. Omit the underlined portion.
18. f. NO CHANGE
g. that
h. whom
j. which
19. a. NO CHANGE
b. concentration, and is
c. concentration, and are
d. concentration and is
20. f. NO CHANGE
g. affected
h. effected
j. effective
21. a. NO CHANGE
b. one's
c. your
d. these
22. f. NO CHANGE
g. which benefits you.
h. which is good for your health.
j. Omit the underlined portion, and change the comma to a period.

- 23.** a. NO CHANGE
b. are only holding
c. can only be holden
d. can be held only
- 24.** f. NO CHANGE
g. stretch, the steady
h. stretch. The steady
j. stretch, also the steady
- 25.** To improve the sentence structure here by combining sentences, which of the following choices is the most effective option?
a. I am still relatively new to yoga. Practicing only for one year, I am addicted to yoga . . .
b. Still relatively new to yoga, I have been practicing for only one year. But I am addicted to yoga . . .
c. I am still relatively new to yoga—I have been practicing for only one year—but I am addicted to yoga . . .
d. Although I am relatively new to yoga, I have been practicing for only one year. Still, I am addicted to yoga . . .
- 26.** f. NO CHANGE
g. knotted belly.
h. knots within the belly.
j. aching within the stomach area.
- 27.** a. NO CHANGE
b. to myself more,
c. to myself more, and
d. to myself, and more
- 28.** To add some figurative language to the essay, which of the following images would be most effective and appropriate?
f. I feel like a million bucks after doing yoga.
g. Yoga is like a warm blanket.
h. Yoga is like a drug.
j. Yoga is a peaceful journey.
- 29.** If the writer were to combine two paragraphs, which two paragraphs would it be most logical to connect?
a. paragraphs 1 and 2
b. paragraphs 2 and 3
c. paragraphs 3 and 4
d. paragraphs 4 and 5
- 30.** The writer would like readers to do some basic yoga poses after reading this essay. To achieve this goal, the writer should
f. list the best yoga videos so readers can purchase them.
g. compare and contrast yoga to another fitness activity, such as aerobics.
h. tell readers how to get into those basic positions.
j. describe the benefits of deep-breathing exercises.

Passage III—The Cold War

(1) The Cold War was one of the most interesting and troubling times in American history. (2) Several dramatically important historical events³¹ led to the Cold War. (3) First, in 1939, Albert Einstein wrote a letter to President Franklin D. Roosevelt. (4) In that letter, Einstein tells³² Roosevelt that it was possible to create an atomic weapon, and he asked Roosevelt to fund research and experiment³³ in atomic weapons. (5) Roosevelt agreed, and the government created the Manhattan Project, a massive effort to develop nuclear weapons. (6) This was the first important step toward the

Cold War. (7) Next came the date that will live in history: August 6, 1945. (8) The United States dropped an atomic bomb on a civilian, not military, target, Hiroshima, Japan.³⁴ (9) An estimate of³⁵ 150,000 civilians were killed in the attack. (10) President Harry Truman and others claimed at the time that dropping the bomb was necessary to force Japan to surrender to³⁶ end World War II. (11) Others argue that we used the bomb largely to show the Soviet Union that we were a superior world power. (12) Although the United States and the USSR were officially allies, tension³⁷ between the two countries were already high. (13) A deep ideological battle between the two countries—one communist, the other capitalist—was already in place; and³⁸ each country was determined to outdo the other. (14) Two years later, in 1947, President Truman established the Truman Doctrine. (15) This important document renamed³⁹ American foreign policy. (16) It created a “policy of containment,” which framed our foreign policy as a battle between “good” and “evil.” (17) This dramatically increased the growing animosity between the two opposing sides.⁴⁰ (18) These tensions did not lead to an actual war between the world powers, which might have had disastrous results. (19) Instead, they were the cause of years of political, economic, and diplomatic⁴¹ conflict: the Cold War.

- 31.** a. NO CHANGE
 b. important dramatic historical events
 c. important historical events
 d. dramatically historical events
- 32.** f. NO CHANGE
 g. told
 h. had told
 j. would tell
- 33.** a. NO CHANGE
 b. research
 c. researching and experimentation
 d. research and experiments
- 34.** f. NO CHANGE
 g. Hiroshima, Japan.
 h. Hiroshima, Japan—a civilian, not military, target.
 j. a civilian target.
- 35.** a. NO CHANGE
 b. estimate of around
 c. estimated
 d. estimate was
- 36.** f. NO CHANGE
 g. so to
 h. so
 j. and to
- 37.** a. NO CHANGE
 b. the tension
 c. tensions
 d. a tension
- 38.** f. NO CHANGE
 g. in place and
 h. in place, and
 j. in place. And
- 39.** a. NO CHANGE
 b. redefined
 c. redetermined
 d. reestablished

40. f. NO CHANGE
g. amongst the two opposing sides.
h. between the two sides.
j. between the opposing sides.
41. a. NO CHANGE
b. political, economic and diplomatic
c. political, economical, and diplomatical
d. political, economic, and diplomacy
42. The best place to end a first paragraph and begin a new one would be after
f. sentence 5.
g. sentence 6.
h. sentence 7.
j. sentence 8.
43. The best place to end a second paragraph and begin a new one would be after
a. sentence 11.
b. sentence 12.
c. sentence 13.
d. sentence 14.
44. The writer is considering changing the first sentence to “The Cold War dominated American foreign policy in the mid-twentieth century.” This change would
f. make no difference.
g. make the opening more vague.
h. make the opening less powerful.
j. make the opening more specific.

45. The writer is considering changing the title of this essay. The best title would be
a. A History of the Cold War.
b. Events of the Cold War.
c. The Road to the Cold War.
d. A Dark Time in American History: The Cold War.

**Passage IV—
The Industrial Revolution**

(1) In the first century of the Industrial Revolution, the country undergoing the most dramatic change was England. (2) After 1850, the Industrial Revolution spread rapidly⁴⁶ throughout Europe. (3) While the pace of change during the Industrial Revolution was indeed very rapid, the Industrial Revolution itself stretched over a rather long period of time—from the middle of the eighteenth century in the 1700s⁴⁷ through World War I (1914).

The Industrial Revolution was essentially a rapid change in the method of production of material goods.⁴⁹ Products once made by hand were now able to be produced by machine or by chemical processes. The Industrial Revolution transformed Western society, creating an international capitalist economy, urbanization, labor reforms, a system to educate the public,⁵⁰ and labor specialization.

Several key discoveries and inventions enabled the Industrial Revolution to take place, included⁵¹ machines and tools like the cotton gin, the radio, the circular saw, the cylindrical press, and steam engine.⁵² Cement, dynamite, and aluminum were invented, as were the bleaching and paper-making processes. At the same time,⁵³ there was a tremendous growth in population and urbanization. In fact, the population growth in England was so dramatic that the countries⁵⁴ population doubled between 1750–1820.⁵⁵ This meant a great demand for

food, clothing, and shelter, demands that became the driving force behind⁵⁶ the Industrial Revolution.

Mass production of goods was largely made possible due to⁵⁷ the steam engine. The steam engine enabled factories to move from the countryside (where there were bodies of water, their source of power) into cities and towns, which were becoming increasingly crowded.

- 46.** f. NO CHANGE
 g. was quickly spreading
 h. spread with great rapidity
 j. spread fast
- 47.** a. NO CHANGE
 b. from the middle of the century eighteen
 c. from the mid-1700s
 d. beginning in the middle of the 1700s, around 1750,
- 48.** The most logical sequence for paragraph 1 is
 f. NO CHANGE.
 g. 2, 1, 3.
 h. 3, 2, 1.
 j. 3, 1, 2.
- 49.** The writer changed the underlined text to *in how material goods were produced*. The result is a sentence that is
 a. more dramatic.
 b. more concise.
 c. more complex.
 d. more accurate.
- 50.** f. NO CHANGE
 g. a public education system,
 h. systematizing education,
 j. public education,
- 51.** a. NO CHANGE
 b. place. These included
 c. place. Thus including
 d. place, including
- 52.** f. NO CHANGE
 g. the cylindrical press and steam engine.
 h. the cylindrical press and the steam engine.
 j. the cylindrical press, and the steam engine.
- 53.** The writer wants to change this phrasing. Which of the following would be the best choice?
 a. During this same period,
 b. Simultaneously,
 c. Likewise,
 d. Also,
- 54.** f. NO CHANGE
 g. countries'
 h. countrys'
 j. country's

55. a. NO CHANGE
b. between 1750 to 1820.
c. from 1750 and 1820.
d. between 1750 and 1820.
56. f. NO CHANGE
g. which had become the driving force of
h. that forced the driving of
j. that drove the force behind
57. a. NO CHANGE
b. by
c. from
d. in regard to
58. Which of the following alternatives provides the most logical and effective conclusion for paragraph 4?
f. Today, we are living in an Information Revolution.
g. In cities and towns, factories found a ready workforce and large consumer base for their products.
h. Railroads took goods out of the city back to the countryside.
j. Overcrowding was a major problem to be dealt with in the cities.
59. The writer wishes to add a fifth paragraph. Which of the following topics would best fit the audience and purpose of this essay?
a. the work conditions in the factories
b. child labor
c. the impact of mass production on the economy
d. the population explosion and its effects

60. For the sake of logic and coherence, the first paragraph should be placed
f. where it is now.
g. after paragraph 2.
h. after paragraph 3.
j. after paragraph 4.

Passage V—Science Fiction

One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked⁶¹ not only the high point of a young woman's literary career. But⁶² also the beginning of a brand-new genre of literature being science fiction.⁶³ In her remarkable tale, Shelley explores what might happen if a scientific possibility—the ability to restore life to the dead—were to become a reality. Science fiction explores how what *might be* would affect our world if it really was.⁶⁴

What Shelley began, H.G. Wells perfected in dozens of science fiction works including his most famous works:⁶⁵ *The Time Machine* and *The War of the Worlds*. While Shelley's *Frankenstein* created a living creature from the body parts of the dead, Wells's characters traveled through time; created half-animal, half-human creatures; made themselves invisible; and having been attacked by Martians.⁶⁶ In all of his novels, Wells; like Shelley,⁶⁷ used scientific possibilities to analyze and often criticize his own society. *The War of the Worlds*, for example, is a thinly disguised attack on the British colonialism of his time.

Science fiction flourished in the United States in the 1920s and 1930s with pulp maga-zines that for the masses churned out science fiction stories.⁶⁸ Meanwhile, in Europe, science fiction writers were using science fiction to help bring about political change. Yevgeny Zamyatin's classic novel *We*, for example, is against⁶⁹ the Soviet Union's communist agenda.

Today, science fiction writers around the world continue to explore possibilities—possibilities that are fast becoming realities. Much of what science fiction writers only dreamed of a century ago, such as cloning and space travel, have⁷⁰ already come to pass. What lies⁷¹ ahead? How will we handle these and other upcoming advances? Let us hope that science fiction writers are wrong, for all too often, characters in science fiction stories, like they're⁷² forefather Victor Frankenstein, are unable to handle⁷³ the responsibility of having so much power over nature.

- 61.** a. NO CHANGE
 b. time Mary Shelley's *Frankenstein* marked
 c. time—Mary Shelley's *Frankenstein*—marked
 d. time, Mary Shelley's *Frankenstein* marked
- 62.** f. NO CHANGE
 g. career; but,
 h. career, but
 j. career, and
- 63.** a. NO CHANGE
 b. literature: science fiction.
 c. literature, that was, science fiction.
 d. literature (science fiction).
- 64.** f. NO CHANGE
 g. what happens when fiction becomes reality.
 h. what happen if fictions became reality.
 j. the effects of *what if* becoming reality.
- 65.** a. NO CHANGE
 b. works. His most famous works were
 c. works, including his most famous,
 d. works, including his most famous works:
- 66.** f. NO CHANGE
 g. are attacked by Martians.
 h. faced attacks from Martians.
 j. being attacked by Martians.
- 67.** a. NO CHANGE
 b. Wells like Shelley,
 c. Wells who was like Shelley
 d. Wells, like Shelley,
- 68.** f. NO CHANGE
 g. magazines that churned out for the masses science fiction stories.
 h. magazines, that, churned out science fiction stories, for the masses.
 j. magazines that churned out science fiction stories for the masses.
- 69.** The writer wishes to use a much stronger word or phrase to convey this idea. Which of the following choices achieves that purpose and maintains the tone of the essay?
 a. criticizes
 b. takes to task
 c. is a scathing indictment of
 d. rips apart
- 70.** f. NO CHANGE
 g. had
 h. has
 j. would
- 71.** a. NO CHANGE
 b. lays
 c. lie
 d. lay
- 72.** f. NO CHANGE
 g. there are
 h. their
 j. whose

59. Given the pair of equations $A = 6C + 4$ and $B = -3C - 5$, express the value of A in terms of B .
- a. $2B + 6$
 - b. $3B - 1$
 - c. $-2B + 6$
 - d. $2B - 6$
 - e. $-2B - 6$
60. A guitar was marked to be sold in a store for \$120 and then marked down 15%. A month later it was marked down an additional 5%. If the same guitar was available online for \$100, what percent could be saved by buying it at the store after the second markdown?
- f. 0.31%
 - g. 0.4%
 - h. 3.1%
 - j. 4.0%
 - k. 20%

ACT Reading Practice Test 1

40 Questions—35 Minutes

In this test you will find four passages, each followed by several questions. Read each passage carefully and then select the best possible answer for each question.

Passage I—Prose Fiction

This passage is taken from *Babbitt*, by Sinclair Lewis, 1922.

1 There was nothing of the giant in the aspect of
 2 the man who was beginning to awaken on the
 3 sleeping-porch of a Dutch Colonial house in
 4 that residential district of Zenith known as Flo-
 5 ral Heights.

6 His name was George F. Babbitt. He was
 7 forty-six years old now, in April, 1920, and he
 8 made nothing in particular, neither butter nor

9 shoes nor poetry, but he was nimble in the call-
 10 ing of selling houses for more than people could
 11 afford to pay.

12 His large head was pink, his brown hair
 13 thin and dry. His face was babyish in slumber,
 14 despite his wrinkles and the red spectacle-dents
 15 on the slopes of his nose. He was not fat but he
 16 was exceedingly well fed; his cheeks were pads,
 17 and the unroughened hand which lay helpless
 18 upon the khaki-colored blanket was slightly
 19 puffy. He seemed prosperous, extremely mar-
 20 ried and unromantic; and altogether unroman-
 21 tic appeared this sleeping-porch, which looked
 22 on one sizable elm, two respectable grass-plots,
 23 a cement driveway, and a corrugated iron
 24 garage. Yet Babbitt was again dreaming of the
 25 fairy child, a dream more romantic than scarlet
 26 pagodas by a silver sea.

27 For years the fairy child had come to him.
 28 Where others saw but Georgie Babbitt, she dis-
 29 cerned gallant youth. She waited for him, in the
 30 darkness beyond mysterious groves. When at
 31 last he could slip away from the crowded house
 32 he darted to her. His wife, his clamoring
 33 friends, sought to follow, but he escaped, the
 34 girl fleet beside him, and they crouched
 35 together on a shadowy hillside. She was so slim,
 36 so white, so eager! She cried that he was gay and
 37 valiant, that she would wait for him, that they
 38 would sail—

39 Rumble and bang of the milk-truck.

40 Babbitt moaned; turned over; struggled
 41 back toward his dream. He could see only her
 42 face now, beyond misty waters. The furnace-
 43 man slammed the basement door. A dog barked
 44 in the next yard. As Babbitt sank blissfully into
 45 a dim warm tide, the paper-carrier went by
 46 whistling, and the rolled-up *Advocate* thumped
 47 the front door. Babbitt roused, his stomach
 48 constricted with alarm. As he relaxed, he was
 49 pierced by the familiar and irritating rattle of
 50 someone cranking a Ford: snapah-ah,

51 snap-ah-ah, snap-ah-ah. Himself a pious
 52 motorist, Babbitt cranked with the unseen
 53 driver, with him waited through taut hours for
 54 the roar of the starting engine, with him ago-
 55 nized as the roar ceased and again began the
 56 infernal patient snap-ah-ah—a round, flat
 57 sound, a shivering cold-morning sound, a
 58 sound infuriating and inescapable. Not till the
 59 rising voice of the motor told him that the Ford
 60 was moving was he released from the panting
 61 tension. He glanced once at his favorite tree,
 62 elm twigs against the gold patina of sky, and
 63 fumbled for sleep as for a drug. He who had
 64 been a boy very credulous of life was no longer
 65 greatly interested in the possible and improba-
 66 ble adventures of each new day.

67 He escaped from reality till the alarm-
 68 clock rang, at seven-twenty.

69 It was the best of nationally advertised
 70 and quantitatively produced alarm-clocks, with
 71 all modern attachments, including cathedral
 72 chime, intermittent alarm, and a phosphores-
 73 cent dial. Babbitt was proud of being awakened
 74 by such a rich device. Socially it was almost as
 75 creditable as buying expensive cord tires.

76 He sulkily admitted now that there was no
 77 more escape, but he lay and detested the grind
 78 of the real-estate business, and disliked his fam-
 79 ily, and disliked himself for disliking them. The
 80 evening before, he had played poker at Vergil
 81 Gunch's till midnight, and after such holidays
 82 he was irritable before breakfast. It may have
 83 been the tremendous home-brewed beer of the
 84 Prohibition era and the cigars to which that
 85 beer enticed him; it may have been resentment
 86 of return from this fine, bold man-world to a
 87 restricted region of wives and stenographers,
 88 and of suggestions not to smoke so much.

89 From the bedroom beside the sleeping-
 90 porch, his wife's detestably cheerful "Time to
 91 get up, Georgie boy," and the itchy sound, the

92 brisk and scratchy sound, of combing hairs out
 93 of a stiff brush.

94 He grunted; he dragged his thick legs, in
 95 faded baby-blue pajamas, from under the khaki
 96 blanket; he sat on the edge of the cot, running
 97 his fingers through his wild hair, while his
 98 plump feet mechanically felt for his slippers. He
 99 looked regretfully at the blanket—forever a
 100 suggestion to him of freedom and heroism. He
 101 had bought it for a camping trip which had
 102 never come off. It symbolized gorgeous loafing,
 103 gorgeous cursing, virile flannel shirts.

1. What physical attributes of George Babbitt can be inferred from the passage?
 - a. He is overweight.
 - b. He is skinny.
 - c. He is of average build.
 - d. He is very tall.
2. According to the passage, George Babbitt is
 - f. a poet.
 - g. a shoemaker.
 - h. a real estate broker.
 - j. unemployed.
3. It can be inferred from the passage that George Babbitt is
 - a. good at his job.
 - b. lazy.
 - c. a hard worker.
 - d. overworked.
4. What can be inferred from the passage about Babbitt's relationship with his wife?
 - f. It is romantic and passionate.
 - g. They openly dislike each other.
 - h. They have no strong feelings about each other.
 - j. Babbitt dislikes his wife and feels guilty about it.

5. As it is used in line 62, the word *patina* most nearly means
- the pattern of clouds in the sky.
 - the pattern of the elm tree branches.
 - the leaves of the tree.
 - the color of the sky.
6. Which is the first noise to wake Babbitt from his sleep?
- his alarm clock
 - a milk truck
 - the paperboy
 - a car starting
7. The blanket in the last paragraph represents what to Babbitt?
- a manly freedom that he has had to abandon
 - beauty over practicality
 - warmth and comfort
 - the sleep to which he wishes to return
8. Which of the following statements best explain(s) Babbitt's reluctance to get out of bed?
- He dislikes his job.
 - He has a hangover.
 - He has had a fight with his wife.
- I and II
 - I only
 - II only
 - I, II, and III
9. The young girl in Babbitt's dream best symbolizes what desire?
- to return to sleep
 - to be young and free from his workaday world
 - the love he once had for his wife
 - his desire to move out of the suburbs

10. The sentence *He who had been a boy very credulous of life was no longer greatly interested in the possible and improbable adventures of each new day* (lines 63–66) most closely means that
- as a child, Babbitt was optimistic about life, but he now believes it will always be the same.
 - Babbitt has never seen the possibilities of life.
 - Babbitt has always looked forward to each new day.
 - as a boy Babbitt was pessimistic about his life, but now sees its possibilities.

Passage II—Humanities

This passage is excerpted from "Leonardo da Vinci" from Knights of Art: Stories of the Italian Painters, by Amy Steedman, 1907.

- On the sunny slopes of Monte Albano, between
- Florence and Pisa, the little town of Vinci lay
- high among the rocks that crowned the steep
- hillside. Here in the year 1452 Leonardo, son of
- Ser Piero da Vinci, was born. It was in the age
- when people told fortunes by the stars, and
- when a baby was born they would eagerly look
- up and decide whether it was a lucky or
- unlucky star which shone upon the child.
- Surely if it had been possible in this way to tell
- what fortune awaited the little Leonardo, a
- strange new star must have shone that night,
- brighter than the others and unlike the rest in
- the dazzling light of its strength and beauty.
- Leonardo was always a strange child. Even
- his beauty was not like that of other children.
- He had the most wonderful waving hair, falling
- in regular ripples, like the waters of a fountain,
- the color of bright gold, and soft as spun silk.
- His eyes were blue and clear, with a mysterious
- light in them, not the warm light of a sunny
- sky, but rather the blue that glints in the

23 iceberg. They were merry eyes too, when he
 24 laughed, but underneath was always that
 25 strange cold look. There was a charm about his
 26 smile which no one could resist, and he was a
 27 favorite with all. Yet people shook their heads
 28 sometimes as they looked at him, and they
 29 talked in whispers of the old witch who had
 30 lent her goat to nourish the little Leonardo
 31 when he was a baby. The woman was a dealer in
 32 black magic, and who knew but that the child
 33 might be a changeling?

34 It was the old grandmother, Mona Lena,
 35 who brought Leonardo up and spoilt him not a
 36 little. His father, Ser Piero, was a lawyer, and
 37 spent most of his time in Florence, but when he
 38 returned to the old castle of Vinci, he began to
 39 give Leonardo lessons and tried to find out
 40 what the boy was fit for. But Leonardo hated
 41 those lessons and would not learn, so when he
 42 was seven years old he was sent to school.

43 This did not answer any better. The rough
 44 play of the boys was not to his liking. When he
 45 saw them drag the wings off butterflies, or tor-
 46 ture any animal that fell into their hands, his
 47 face grew white with pain, and he would take
 48 no share in their games. The Latin grammar,
 49 too, was a terrible task, while the many things
 50 he longed to know no one taught him.

51 So it happened that many a time, instead
 52 of going to school, he would slip away and
 53 escape up into the hills, as happy as a little wild
 54 goat. Here was all the sweet fresh air of heaven,
 55 instead of the stuffy schoolroom. Here were no
 56 cruel, clumsy boys, but all the wild creatures
 57 that he loved. Here he could learn the real
 58 things his heart was hungry to know, not
 59 merely words which meant nothing and led to
 60 nowhere.

61 For hours he would lie perfectly still with
 62 his heels in the air and his chin resting in his
 63 hands, as he watched a spider weaving its web,
 64 breathless with interest to see how the delicate

65 threads were turned in and out. The gaily
 66 painted butterflies, the fat buzzing bees, the lit-
 67 tle sharp-tongued green lizards, he loved to
 68 watch them all, but above everything he loved
 69 the birds. Oh, if only he too had wings to dart
 70 like the swallows, and swoop and sail and dart
 71 again! What was the secret power in their
 72 wings? Surely by watching he might learn it.
 73 Sometimes it seemed as if his heart would burst
 74 with the longing to learn that secret. It was
 75 always the hidden reason of things that he
 76 desired to know. Much as he loved the flowers
 77 he must pull their petals off, one by one, to see
 78 how each was joined, to wonder at the dusty
 79 pollen, and touch the honey-covered stamens.
 80 Then when the sun began to sink he would
 81 turn sadly homewards, very hungry, with torn
 82 clothes and tired feet, but with a store of sun-
 83 shine in his heart.

84 His grandmother shook her head when
 85 Leonardo appeared after one of his days of
 86 wandering.

87 “I know thou shouldst be whipped for
 88 playing truant,” she said; “and I should also
 89 punish thee for tearing thy clothes.”

90 “Ah! But thou wilt not whip me,”
 91 answered Leonardo, smiling at her with his
 92 curious quiet smile, for he had full confidence
 93 in her love.

94 “Well, I love to see thee happy, and I will
 95 not punish thee this time,” said his grand-
 96 mother; “but if these tales reach thy father’s ears,
 97 he will not be so tender as I am towards thee.”

98 And, sure enough, the very next time that
 99 a complaint was made from the school, his
 100 father happened to be at home, and then the
 101 storm burst.

102 “Next time I will flog thee,” said Ser Piero
 103 sternly, with rising anger at the careless air of
 104 the boy. “Meanwhile we will see what a little
 105 imprisonment will do towards making thee a
 106 better child.”

107 Then he took the boy by the shoulders
 108 and led him to a little dark cupboard under
 109 the stairs, and there shut him up for three
 110 whole days.

111 There was no kicking or beating at the
 112 locked door. Leonardo sat quietly there in the
 113 dark, thinking his own thoughts, and wonder-
 114 ing why there seemed so little justice in the
 115 world. But soon even that wonder passed away,
 116 and as usual when he was alone he began to
 117 dream dreams of the time when he should have
 118 learned the swallows' secrets and should have
 119 wings like theirs.

120 But if there were complaints about Leon-
 121 ardo's dislike of the boys and the Latin gram-
 122 mar, there would be none about the lessons he
 123 chose to learn. Indeed, some of the masters
 124 began to dread the boy's eager questions, which
 125 were sometimes more than they could answer.
 126 Scarcely had he begun the study of arithmetic
 127 than he made such rapid progress, and wanted
 128 to puzzle out so many problems, that the mas-
 129 ters were amazed. His mind seemed always
 130 eagerly asking for more light, and was never
 131 satisfied.

- 11.** It can reasonably be inferred from the passage that Leonardo's grandmother did not punish him because she
- a. knew his father would punish him.
 - b. believed it would not do any good.
 - c. was afraid of Leonardo's magic powers.
 - d. enjoyed seeing him happy.
- 12.** What can you infer about Leonardo's teachers from the last paragraph of the passage?
- f. They were afraid he would ask questions they could not answer.
 - g. They thought he was unable to learn.
 - h. They thought he had no desire to learn.
 - j. They believed he should try to get along with the other students.
- 13.** The person or people who was/were most responsible for raising Leonardo was/were his
- a. father.
 - b. mother.
 - c. teachers.
 - d. grandmother.
- 14.** As he is depicted in the passage, Leonardo as a boy can be described as
- f. popular among the other children.
 - g. insensitive and cruel.
 - h. a talented artist.
 - j. eager to learn about what interested him.
- 15.** It can be inferred from the passage that Leonardo
- I. did not mind being alone.
 - II. was fascinated by flight.
 - III. was popular with the other students.
- a. I and II only
 - b. I, II, and III
 - c. I only
 - d. II only
- 16.** What year was Leonardo first sent to school?
- f. 1452
 - g. 1455
 - h. 1459
 - j. 1461
- 17.** According to the passage, all the following are true EXCEPT:
- a. Leonardo enjoyed learning Latin grammar.
 - b. Leonardo enjoyed learning math.
 - c. Leonardo enjoyed studying nature.
 - d. Leonardo was curious about the way things worked.

18. Which of the following statements best sums up what is meant by lines 76–79 (*Much as he loved the flowers he must pull their petals off, one by one, to see how each was joined, to wonder at the dusty pollen, and touch the honey-covered stamens*)?
- f. Leonardo’s desire to learn how things worked was not stronger than his affection for nature.
 - g. Leonardo’s love of flowers drove him to destroy them.
 - h. Leonardo revered all of nature.
 - j. Leonardo’s curiosity led him to destructive acts.
19. When Leonardo’s father punished him, his reaction could be best described as
- a. anger.
 - b. resignation.
 - c. spite.
 - d. sadness.
20. According to the passage, one reason Leonardo skipped school was
- f. he knew his grandmother would not punish him.
 - g. the other students taunted him.
 - h. Latin grammar bored him.
 - j. he had no interest in any school subjects.

Passage III—Social Studies

This passage is adapted from How the Other Half Lives, by Jacob A. Riis, 1890. The word tenements used throughout the passage refers to rental apartments that are generally of substandard quality.

1 Long ago, it was said that “one half of the world
 2 does not know how the other half lives.” That
 3 was true then. The half that was on top cared
 4 little for the struggles, and less for the fate of
 5 those who were underneath, so long as it was
 6 able to hold them there and keep its own seat.

7 There came a time when the discomfort and
 8 crowding below were so great, and the conse-
 9 quent upheavals so violent, that it was no lon-
 10 ger an easy thing to do, and then the upper half
 11 fell to wondering what was the matter. Infor-
 12 mation on the subject has been accumulating
 13 rapidly since, and the whole world has had its
 14 hands full answering for its old ignorance.

15 In New York, the youngest of the world’s
 16 great cities, that time came later than elsewhere,
 17 because the crowding had not been so great.
 18 There were those who believed that it would
 19 never come; but their hopes were vain. Greed
 20 and reckless selfishness delivered similar results
 21 here as in the cities of older lands. “When the
 22 great riot occurred in 1863,” reads the testi-
 23 mony of the Secretary of the Prison Association
 24 of New York before a legislative committee
 25 appointed to investigate causes of the increase
 26 of crime in the State twenty-five years ago,
 27 “every hiding-place and nursery of crime dis-
 28 covered itself by immediate and active partici-
 29 pation in the operations of the mob. Those very
 30 places and domiciles, and all that are like them,
 31 are today nurseries of crime, and of the vices
 32 and disorderly courses which lead to crime. By
 33 far the largest part—80% at least—of crimes
 34 against property and people are perpetrated by
 35 individuals who have either lost connection
 36 with home life, or never had any, or whose
 37 homes had ceased to afford what are regarded
 38 as ordinary wholesome influences of home and
 39 family. . . . The younger criminals seem to come
 40 almost exclusively from the worst tenement
 41 house districts, that is, when traced back to the
 42 very places where they had their homes in the
 43 city here.” One thing New York was made sure
 44 of at that early stage of the inquiry: the bound-
 45 ary line of the Other Half lies through the
 46 tenements.

47 It is ten years and over, now, since that-
 48 line divided New York’s population evenly.

49 Today three fourths of New Yorkers live in the
 50 tenements, and the nineteenth century drift of
 51 the population to the cities is only increasing
 52 those numbers. The fifteen thousand tenant
 53 houses in the past generation have swelled into
 54 thirty-seven thousand, and more than twelve
 55 hundred thousand persons call them home.
 56 The one way out—rapid transit to the sub-
 57 urbs—has brought no relief. We know now
 58 that there is no way out; that the “system” that
 59 was the evil offspring of public neglect and pri-
 60 vate greed is here to stay, forever a center of our
 61 civilization. Nothing is left but to make the
 62 best of a bad bargain.

63 The story is dark enough, drawn from the
 64 plain public records, to send a chill to any
 65 heart. If it shall appear that the sufferings and
 66 the sins of the “other half,” and the evil they
 67 breed, are but as a fitting punishment upon the
 68 community that gave it no other choice, it will
 69 be because that is the truth. The boundary line
 70 lies there because, while the forces for good on
 71 one side vastly outweigh the bad—not other-
 72 wise—in the tenements all the influences make
 73 for evil; because they are the hotbeds of the
 74 epidemics that carry death to rich and poor
 75 alike; the nurseries of poverty and crime that
 76 fill our jails and courts; that throw off forty
 77 thousand human wrecks to the island asylums
 78 and workhouses year by year; that turned out
 79 in the last eight years a round half million beg-
 80 gars to prey upon our charities; that maintain a
 81 standing army of ten thousand panhandlers
 82 with all that that implies; because, above all,
 83 they touch the family life with deadly moral
 84 poison. This is their worst crime, inseparable
 85 from the system. That we have to own it, the
 86 child of our own wrong, does not excuse it,
 87 even though it gives it claim upon our utmost
 88 patience and tenderest charity.

21. The main idea of the first paragraph is that
- a. the rich do not care about the poor until their own lives are affected.
 - b. the rich know nothing about the lives of the poor.
 - c. the rich and the poor lead very different lives.
 - d. the poor revolted against the rich.
22. According to the passage, *the other half* refers to
- f. the rich.
 - g. criminals.
 - h. children.
 - j. the poor.
23. According to the Secretary of the Prison Association, the main reason for increased crime was
- a. younger criminals.
 - b. a lack of decent housing for the poor.
 - c. the wealthy people’s indifference to the poor.
 - d. a shortage of prisons.
24. At the time the passage was written, how many people lived in tenement housing?
- f. more than 120,000
 - g. 37,000
 - h. 15,000
 - j. more than 1,200,000
25. As it is used in line 30, the word *domiciles* most closely means
- a. dome-shaped.
 - b. prisons.
 - c. living places.
 - d. orphanages.

- 26.** In the third paragraph, the statement *It is ten years and over, now, since that line divided New York's population evenly* (lines 47–48) best means that
- f. tenements are no longer located in one area of the city.
 - g. the crimes of the poor affect the rich.
 - h. more than half of New York's population lives in poverty.
 - j. the poor no longer live only in tenements.
- 27.** According to the author, the only way for the poor to successfully escape poverty is
- a. nothing—there is no escape.
 - b. by moving to the suburbs.
 - c. through hard work.
 - d. through crime.
- 28.** According to the last paragraph, the following statement(s) about tenements is/are true:
- I. They foster illegal activity.
 - II. They spread disease to the rich.
 - III. Rich and poor alike may find themselves living there.
- f. I only
 - g. II only
 - h. I and II
 - j. I, II, and III
- 29.** According to the author, crime committed by the poor
- a. is not as widespread as the government claims.
 - b. is unavoidable, considering their living conditions.
 - c. is a problem that should be dealt with harshly.
 - d. should be ignored because of their inhumane living conditions.

- 30.** It can be inferred from the passage that the author's opinion of the poor is
- f. sympathetic.
 - g. hostile.
 - h. indifferent.
 - j. objective.

Passage IV—Natural Science

This passage is taken from a U.S. Fish and Wildlife Service pamphlet titled "Migration of Birds," by Frederick C. Lincoln, 1935.

- 1 The changing picture of bird populations
 2 throughout the year intrigues those who are
 3 observant and who wish to know the source
 4 and destination of these birds. While many spe-
 5 cies of fish, mammals, and even insects under-
 6 take amazing migratory journeys, birds as a
 7 group are the most mobile creatures on Earth.
 8 Even humans with their many vehicles of loco-
 9 motion do not equal some birds in mobility.
 10 No human population moves each year as far as
 11 from the Arctic to the Antarctic with subse-
 12 quent return, yet the arctic terns do.
- 13 Birds are adapted in their body structure
 14 and physiology to life in the air. Their feathered
 15 wings and tails, bones, lungs and air sacs, and
 16 their metabolic abilities all contribute to this
 17 amazing faculty. These adaptations make it
 18 possible for birds to seek out environments
 19 most favorable to their needs at different times
 20 of the year. This results in the marvelous phe-
 21 nomenon we know as migration—the regular,
 22 recurrent, seasonal movement of populations
 23 from one geographic location to another and
 24 back again.
- 25 Throughout human experience, migra-
 26 tory birds have been important as a source of
 27 food after a lean winter and as the harbinger of
 28 a change in seasons. The arrival of certain spe-
 29 cies has been heralded with appropriate

30 ceremonies in many lands. Among the Eskimos
31 and other tribes this phenomenon is the
32 accepted sign of the imminence of spring, of
33 warmer weather, and a reprieve from winter
34 food shortages. The European fur traders in
35 Alaska and Canada offered rewards to the
36 Native American who saw the first flight of
37 geese in the spring, and all joined in jubilant
38 welcome to the newcomers. As North America
39 became more thickly settled, the large flocks of
40 ducks and geese, as well as migratory rails,
41 doves, and woodcock that had been hunted for
42 food became objects of the enthusiastic atten-
43 tion of an increasing army of sportsmen. Most
44 of the nongame species were also found to be
45 valuable as allies of the farmer in his never-
46 ending confrontation against insect pests and
47 weed seeds. And in more recent years, all spe-
48 cies have been of ever-increasing recreational
49 and esthetic value for untold numbers of peo-
50 ple who enjoy watching birds. We soon realized
51 that our migratory bird resource was an inter-
52 national legacy that could not be managed
53 alone by one state or country and that all
54 nations were responsible for its well-being. The
55 need for laws protecting game and nongame
56 birds, as well as the necessity to regulate the
57 hunting of diminishing game species, followed
58 as a natural consequence. In the management
59 of this wildlife resource, it has become obvious
60 that studies must be made of the species' habits,
61 environmental needs, and travels. In the United
62 States, the Department of the Interior recog-
63 nized the value of this resource and is devoted
64 to programs that will ensure sustainability for
65 these populations as they are faced with the
66 impacts of alteration in land use, loss of habitat,
67 and contaminants from our technological soci-
68 ety. Hence bird investigations are made by the
69 U.S. Fish and Wildlife Service, the arm of the
70 Department of Interior charged by Congress

71 under the Migratory Bird Treaty Act with the
72 duty of protecting those avian species that in
73 their yearly journeys pass back and forth
74 between the United States and other countries.
75 In addition, the federal government through
76 the activities of the Biological Resources Divi-
77 sion of the U.S. Geological Survey also pro-
78 motes basic research on migration. Federal
79 agencies cooperate with their counterparts in
80 other countries as well as with state agencies,
81 academic institutions, and nongovernmental
82 groups to gain understanding and for the pro-
83 tection of migratory species through such
84 endeavors as Partners in Flight, a broadly based
85 international cooperative effort in the Western
86 Hemisphere.

87 For almost a century the Fish and Wildlife
88 Service and its predecessor, the Biological Sur-
89 vey, have been collecting data on the important
90 details of bird migration. Scientists have gath-
91 ered information concerning the distribution
92 and seasonal movements of many species
93 throughout the Western Hemisphere, from the
94 Arctic Archipelago south to Tierra del Fuego.
95 Supplementing these investigations is the work
96 of hundreds of United States, Latin American,
97 and Canadian university personnel and volun-
98 teer bird-watchers, who report on the migra-
99 tions and status of birds as observed in their
100 respective localities. This data, stored in field
101 notes, computer files, and scientific journals,
102 constitutes an enormous reservoir of informa-
103 tion pertaining to the distribution and move-
104 ments of North American birds.

105 The purpose of this publication is to sum-
106 marize this data and additional information
107 from other parts of the world to present the
108 more important facts about our current under-
109 standing of the fascinating subject of bird
110 migration. The U.S. Fish and Wildlife Service is
111 grateful to the many people who have

112 contributed their knowledge so that others,
 113 whether in biology or ornithology classes,
 114 members of conservation organizations, or just
 115 individuals interested in the welfare of the
 116 birds, may understand and enjoy this precious
 117 resource as well as preserve it for generations
 118 to come.

- 31.** The migratory path of the arctic tern
- varies depending on the year.
 - is from the Arctic to the Antarctic and back to the Arctic.
 - is from the Arctic to the Antarctic.
 - is to the south in the summer and north in the winter.
- 32.** According to the author, the main reason birds migrate is
- that their body structure and physiology are best suited for migration.
 - to find the best climate at different times during the year.
 - that birds enjoy flying great distances.
 - that birds are an important source of food in different parts of the world.
- 33.** It can be inferred from the passage that the relationship between the European fur traders and the Native Americans was
- friendly.
 - hostile.
 - based on commerce.
 - nonexistent.
- 34.** Which governmental agency is responsible for investigating threats to migratory birds?
- the U.S. Fish and Wildlife Service
 - the Department of the Interior
 - Congress
 - the Migratory Bird Act
- 35.** Which best describes the role of the Biological Survey?
- the agency is responsible for collecting data on bird migration
 - the agency, in connection with the U.S. Fish and Wildlife Service, is responsible for collecting data on bird migration
 - the agency was responsible for collecting data on bird migration before the U.S. Fish and Wildlife Service
 - the agency is responsible for investigating threats to migratory birds
- 36.** The passage states that all of the following are threats to migratory bird populations EXCEPT
- pollution.
 - hunting.
 - loss of habitat.
 - insect pests.
- 37.** As it is used in line 32 of the passage, the word *imminence* most nearly means
- importance.
 - celebration.
 - close arrival.
 - warmth.
- 38.** According to the passage, with the increasing population in North America, migratory birds no longer hunted for food were appreciated by all of the following EXCEPT
- sportsmen.
 - bird-watchers.
 - European fur traders.
 - farmers.

- 39.** According to the passage, the need for laws to protect migratory birds was brought about by
- a realization of their value as something other than a source of food.
 - the increase in sport hunting.
 - the devastating effects of pollution.
 - the creation of the Migratory Bird Act.
- 40.** According to the passage, which group(s) keep(s) data on the migration and status of birds?
- university personnel and volunteer bird-watchers
 - the U.S. Fish and Wildlife Service
 - the Biological Survey
 - the U.S. Fish and Wildlife Service along with university personnel and volunteer bird-watchers

Passage I—Data Representation

The earth’s gravitational force produces a downward acceleration of 9.8 m/s^2 on all objects near the earth’s surface. Other forces, including those produced by wind and aerodynamic lift, as well as jet, rocket, internal combustion or other engines may also exert upward or downward forces on these objects. These other forces, acting in combination with gravity, can cause a net force greater than or less than gravity, and, therefore, a net acceleration different from the downward acceleration of 9.8 m/s^2 caused by gravity.

Table 1 and Figure 1 provide information about the vertical velocities measured for three different objects without regard to the horizontal motion of the objects. Each of the objects is operating under the influence of gravity for the entire 45 seconds being studied. They each may also be influenced by other vertical forces for all or part of that period. Where other forces have been applied, they always begin and end at one of the 5-second intervals.

Table 1 indicates the vertical velocities of the three different objects as measured every 5 seconds. Positive velocities indicate motion upward, and negative velocities indicate motion downward.

ACT Science Practice Test 1

40 Questions—35 Minutes

The passages in this test are followed by several questions. After reading each passage, choose the best answer to each question. You may refer back to the passages as often as necessary. You are *not* permitted to use a calculator on this test.

TABLE 1 VERTICAL VELOCITIES

	0 SECONDS	5 SECONDS	10 SECONDS	15 SECONDS	20 SECONDS	25 SECONDS	30 SECONDS	35 SECONDS	40 SECONDS	45 SECONDS
object 1	-100.00	-49.00	2.00	53.00	104.00	155.00	204.00	157.00	108.00	59.00
object 2	50.00	1.00	-48.00	-97.00	-96.00	-95.00	-94.00	-93.00	-142.00	-191.00
object 3	490.00	441.00	392.00	343.00	294.00	245.00	196.00	147.00	98.00	49.00

- 40.** As shown in Figure 2 and Table 1, hydrogen and sodium each have only one electron in their outer rings. In light of the information presented here, what is the best explanation for why it takes one sodium atom to form a compound with one chlorine atom, but it takes two hydrogen atoms to form a compound with one oxygen atom?
- f.** Hydrogen is atomic number 1, and sodium is 11. It takes more hydrogen atoms to balance the weight of oxygen than sodium atoms to balance chlorine.
- g.** The electrons of sodium and chlorine total 28, which is an even number. Two hydrogen atoms are required to produce an even number of electrons with oxygen.
- h.** Chlorine needs only one electron to complete its outer ring. Oxygen needs two. One sodium atom provides the one electron that chlorine needs, but it takes two hydrogen atoms to provide the two electrons that oxygen needs.
- j.** Sodium and chlorine start with the same number of electron rings, but hydrogen has only one ring to oxygen's two.

ACT Writing Practice Test 1

You have 30 minutes to complete this essay. Remember to:

- Address the specific topic and writing task.
- Create a well-organized response.
- Include developed supporting ideas and specific details.
- Use sentence variety and strong word choices.

In an effort to reduce juvenile violence and crime, many towns have chosen to enforce curfews on minors under the age of 18. These curfews make it illegal for any minor to loiter, wander, stroll, or play in public streets, highways, roads, alleys, parks, playgrounds, or other public places between the hours of 10:00 p.m. and 5:00 a.m. Supporters of the curfew believe that it will reduce community problems such as violence, graffiti, and drugs. Those who oppose curfews for minors claim these laws violate the Fourteenth Amendment rights to equal protection and due process for U.S. citizens. They also believe that such curfews stereotype minors by presupposing that citizens under the age of 18 are the only people who commit crimes.

In your essay, take a position on this question. You may write about either of the two points of view given, or you may present a different point of view on the topic. Use specific reasons and examples to support your position.

Answers

ACT English Practice Test 1

Passage I—Sigmund Freud

1. d. This is the most concise choice. The other options are all redundant.
2. g. The commas here are superfluous. Choice j would create a sentence fragment.
3. a. The verb *to posit* means to postulate or assume as truth.
4. h. The singular possessive form is appropriate for this sentence.
5. a. This is the most appropriate transitional phrase for this sentence.
6. h. This is the most correct word order.
7. b. This sentence is related, but not within the focus of the paragraph. It is best omitted.
8. j. The simple present tense is correct here.
9. d. This provides a clear alternative and avoids ending the sentence with a preposition.
10. h. This corrects the sentence fragment.
11. b. This correctly describes a single sense of right and wrong.
12. g. This should be clear from the transitions and the simile comparing the mind to an iceberg.
13. d. A definition is offered after each italicized term.
14. f. This connects the main ideas in each paragraph: the impulses that control behavior and repression.
15. b. The presence of the word *like* indicates a similarity, and thus a simile.

Passage II—Yoga

16. h. This is the most appropriate and precise word choice.
17. b. The introductory phrase is most effective with the verb *to do*, and this is the correct form to use.
18. f. The reference is to people, so *who* is correct, and the subject form is also correct, as opposed to *whom*.
19. a. *Yoga poses* agrees with *are*, so the sentence is correct as it is.
20. j. The poses produce a desired effect, so they are *effective*.
21. c. The possessive pronoun is required here. *One's* is incorrect because it creates a shift in pronoun (from *you* to *one*).
22. j. This statement is self-evident and should be omitted.
23. d. This is the correct word order.
24. h. *And* is awkward and unnecessary.
25. c. This is the most correct and effective combination of sentences. The other versions misuse transitions.
26. g. This choice makes the sentence parallel and is the most concise.
27. d. The final member of a list should be preceded by a comma and the word *and*.
28. j. This is the most appropriate metaphor. Choice f is a cliché. Choice g is ineffective; it is unclear what emotion the simile is trying to convey. Without further explanation, choice h is an inappropriate comparison.
29. a. The second paragraph continues to explain why yoga is different and expresses the main idea of the essay.
30. h. This is the best way to achieve the goal of getting readers to do poses. The writer needs to provide some instruction.

Passage III—The Cold War

31. c. This is the clearest and most concise answer. *Dramatically* is redundant.
32. g. The simple past tense is appropriate here.
33. d. The correct interpretation would be that more than one experiment would be needed.
34. h. In this case, the modifiers should follow the noun.
35. c. This is the proper form of the word.
36. j. The goals were for Japan to surrender *and* to end World War II.

37. c. The plural form is necessary in order to agree with *were* later in the sentence.
38. h. This is the proper way to introduce a dependent clause.
39. b. This would be the most accurate usage.
40. j. This best defines the relationship without being redundant.
41. a. The sentence is correct as is, using the appropriate adjectives and separating them properly with commas.
42. g. This logically separates the first important event from the second one.
43. c. This would appropriately introduce the final important event, the Truman Doctrine.
44. j. The mention of foreign policy and the mid-twentieth century would make it more specific.
45. c. While all are related to the subject matter, this best describes the essay, which focuses on the events leading to the Cold War.

Passage IV—The Industrial Revolution

46. f. This is the most correct and concise choice.
47. c. This is the most concise choice. Choices **a** and **d** are redundant; choice **b** has improper word order.
48. j. This is the most logical sequence: first, the sentence giving the overall timeline of the revolution; then, the next two sentences in chronological order.
49. b. This indeed makes the sentence more concise.
50. g. This is the proper parallel structure.
51. d. This is the best choice. Choice **b** is grammatically correct, but **d** combines the sentences for greater sentence variety.
52. j. The list requires commas separating each item, and each item requires an article—*the*—to create the proper parallel structure.
53. a. This is the most accurate description of the events.
54. j. The singular possessive form is correct.
55. d. The proper complement to *between* is *and*, as in *between this and that*.
56. f. This presents the correct word order and conveys the correct idea.
57. b. This is the correct prepositional idiom.
58. g. This ties in the issues in the paragraph: mass production, moving into cities and towns, and large populations. Choice **f** is irrelevant, and choices **h** and **j** are related but off topic.
59. c. All of the topics are related to the Industrial Revolution, but the essay focuses on mass production, so this topic would be the most logical to add.
60. g. Paragraph 2 introduces the Industrial Revolution, and paragraph 1 begins to describe it. The two paragraphs should be reversed.

Passage V—Science Fiction

61. d. This provides the proper separation of the modifying clause from the subject of the sentence.
62. h. This choice corrects the sentence fragment and keeps the *not only . . . but also* construction intact.
63. b. Choice **a** incorrectly uses *being*; choice **c** includes superfluous commas and uses the past tense, though the genre still exists; and choice **d** sets off what is important in the sentence—the name of the new genre—in parentheses, indicating that it is *not* important.
64. g. This provides a clear statement that agrees with the active tense *explores*.
65. c. This avoids reusing the word *works* and provides proper punctuation.
66. h. This agrees with the earlier verbs *traveled*, *created*, and *made*.
67. d. This correctly sets off the transitional phrase with commas.

- 68. j.** This choice presents the correct word order, placing what was churned out immediately after the verb, and then the prepositional phrase after that to show who received those stories.
- 69. c.** This is the most strongly worded choice and is consistent with the tone of the essay.
- 70. h.** The correct form is the present tense and is in agreement with *much*.
- 71. a.** The usage of this form of the verb *to lie* is correct as is.
- 72. h.** The possessive pronoun should be used here.
- 73. a.** This version is correct as it stands. The verb *are* agrees with *characters*, and the word order is appropriate.
- 74. f.** This is relevant and would show the current direction of the genre. It is appropriate because the paragraph is about looking ahead to the future of science fiction and humankind. The quotation from *Frankenstein* might or might not be relevant; a summary of Shelley's life would be out of place in this paragraph; and the author is unable to answer the questions in the paragraph—he or she can only make an educated guess.
- 75. b.** The introduction is too general to include a focus on the plot of *Frankenstein*, and because this novel marked the beginning of science fiction, it is entitled to its own paragraph. It would be out of chronological order to place it anywhere after that.
- 3. c.** The separation between 23 and 62 is 39, and adding two numbers in between will create three gaps, so each gap must be a space of 13.
- 4. j.** There is no need to find a common denominator; simply add the distances from Monday and Wednesday (exactly 8), and then add Tuesday's distance to that total.
- 5. b.** The proper order of operations is to add the values inside the parentheses, square that value, and then multiply it by 3.
- 6. h.** Simple division shows that Company X sells its pens for 62 cents each, and Company Y sells them for 58 cents each (4 cents less).
- 7. c.** The perimeter of a rectangle is found by adding two widths and two lengths. Divide by 3 to convert length to yards.
- 8. k.** Use the Pythagorean theorem to find the missing value, in this case the short leg of the triangle.
- 9. a.** Use basic algebra and first subtract $7x$ from both sides, then subtract 24 from both sides.
- 10. g.** Simple division shows that Mr. Johnson earns \$115 per day, or \$25 more than his substitute, which will be \$125 saved over a five-day period.
- 11. c.** First solve for x , which must equal 5, and then plug it into the equation. Following proper order of operations, first square 5, then add it to 5, and then multiply the sum by 2.
- 12. f.** Probability is found by dividing the desired outcome by all possible outcomes. In this case, the desired outcome is "not blue," which has 28 possibilities, and the total number of outcomes (marbles) is 44. Then reduce the fraction.
- 13. e.** Proper technique for squaring the expression—first times first, outside times outside, inside times inside, and last times last (FOIL)—yields the correct answer.

ACT Mathematics Practice Test 1

- 1. d.** First distribute the negative sign outside the parentheses, which changes the d to a positive value. Then distribute the a to all three terms.
- 2. h.** To average 88 for five tests, one would need an aggregate score of 440. The first four tests total 345, meaning that a 95 would be necessary on the final test.

- 14. g.** The two values are separated by 32, which means the midpoint must be 16 from each one.
- 15. c.** The chart indicates there are three period 1 classes, with enrollments of 23, 26, and 29, and thus an average of 26.
- 16. j.** Period 4 has only one class, with an enrollment of 21.
- 17. d.** Period 1 has 78 students, period 2 has 51 students, period 3 has 56 students, and period 5 has 49 students. Only period 4 has fewer than 46 students.
- 18. k.** First plug in the value for the radius, then cube that value, and then multiply by both π (3.14) and $\frac{4}{3}$.
- 19. d.** To find the number of combinations created by a series of options, in this case types of clothing, multiply the numbers. So the options for Celia are $5 \times 4 \times 3 \times 3$, or 180.
- 20. h.** The total cost of the three packages would be \$28.80, and the total number of pairs of socks would be $9 + 1$, or 10. Then use simple division to find the cost per pair of socks.
- 21. e.** The two equations have different slopes, -2 and 2 , and therefore are two distinct lines that intersect in one point.
- 22. k.** By factoring out an x , you get $x(x - 24) = 0$, and plugging 24 in for x yields an answer of 0.
- 23. e.** Set up a proportion of $\frac{300,000}{1.5} = \frac{x}{6.5}$, cross multiply, and solve for x .
- 24. f.** The tangent of an angle is found by dividing the opposite side by the adjacent side.
- 25. d.** Using the Pythagorean theorem, the diagonal is the square root of $32^2 + 46^2$, or 56 yards. Multiply by 3 to convert to feet.
- 26. j.** Set each of the two factors, $(x + a)$ and $(x - a)$, equal to 0, and solve for x .
- 27. d.** Find the difference between the coordinates in each of the moves, and add the four differences together.
- 28. f.** Adding -14 to both the top and the bottom of the fraction creates a new fraction of $\frac{-6}{-7}$, or $+6$.
- 29. c.** $\log_x 64 = 3$ means $x^3 = 64$, so $x = 4$.
- 30. j.** The distance from the center meets the chord at a right angle at its midpoint. You then use the Pythagorean theorem to solve for the radius, which is 18.86, or 18.9 to the nearest tenth.
- 31. b.** Simply plug 0.83 in for L , and then solve for F by first subtracting 0.03 from both sides and then dividing both sides by $\frac{2}{3}$.
- 32. j.** Replace y in the second equation with $(x + 2)$, and then subtract that quantity from x . The result is -2 , which is then raised to the fifth power.
- 33. a.** The distance between E and B (east to west) along \overline{BC} is 12, so half of that is 6. Add that to the distance between E and C (west to east) along \overline{ED} , which is 10, and the statue is 16 west of C . The distance between B and E (north to south) along \overline{BA} is 8. Half of that is 4, so the statue is 4 south of C .
- 34. h.** If the area of the square is 256, then the length of one side is the square root of 256, or 16, and the radius of the circle is half of the length of the side of the square.
- 35. b.** By setting the two equations equal to each other and solving for x , you find $x = 4$. Then plug that value in for x in either equation and solve for y .
- 36. j.** Set up a proportion, where $\frac{16}{20} = \frac{28}{x}$. Cross multiply, so $16x = 20 \times 28$, and divide both sides by 16.
- 37. d.** Using basic algebra to solve, subtract 25 from both sides, divide both sides by -6 , and reverse the inequality sign when dividing by a negative number.
- 38. h.** Since the square root of 49 is 7, the value in the square root sign must be greater than 49, and x must be greater than 50.

- 39. b.** Using the distance formula, find the square of the difference in the y coordinates (-2 minus 8 , or -10 , which squared is 100) and the square of the difference of the x coordinates (6 minus -4 , or 10 , which squared is 100), and add them (200). Then take the square root of 200 .
- 40. g.** Since the angles of a triangle add up to 180° , $\angle ABE$ must equal 50° . Therefore, by vertical angles, $\angle CBF$ is also 50° . Repeat this process to solve for $\angle BCF$ and $\angle DCG$, and then for G .
- 41. c.** To solve, multiply $186,000$ by 60 to find the distance per minute, then by 180 to find the distance in 3 hours. Convert the answer to scientific notation.
- 42. j.** If the ratio of the diameter of the two circles is $6:10$, then the radius is $3:5$. The formula for the area of a circle is πr^2 , so the ratio of the areas is $9\pi:25\pi$, or $9:25$.
- 43. e.** Working systematically, connect each vertex to every other, not including the sides of the octagon.
- 44. j.** To start, let $0.80x = 260$. Then multiply the solution by 116% , or 1.16 , to find the answer.
- 45. b.** Multiply 504 times $\frac{3}{8}$ (0.375), or divide 504 by 8 and then multiply that answer by 3 . Then take this answer and multiply by $\frac{2}{3}$, or divide it by 3 and then multiply by 2 .
- 46. k.** Try each answer. The first row contains one x , the first two rows contain four x 's, the first three rows contain nine x 's, the first four rows contain 16 x 's, so the rule is that n rows contain n^2 x 's.
- 47. c.** $\sin(C) = \frac{\text{opp}}{\text{hyp}}$, or $\frac{c}{a}$, and $\tan(B) = \frac{\text{opp}}{\text{adj}}$, or $\frac{b}{c}$. Then multiply $\frac{c}{a}$ times $\frac{b}{c}$.
- 48. k.** First, convert the dimensions of space to be covered to inches, and then find the area ($10,368$ inches²). Then find the area of each brick (12 inches²), and divide into the total area. Check to confirm that the bricks will fit evenly into the space, which they will, since both of the dimensions (in inches) are divisible by both 2 and 6 .
- 49. d.** Multiply the numerator times the numerator and the denominator times the denominator. If you properly FOIL the denominator, the answer is $\frac{i+1}{i^2-1}$. Then convert i^2 to -1 .
- 50. h.** Since the circle is tangent to the indicated points, its center must be at $(-5,5)$, and it must have a radius of 5 . These are the values (h,k) and r in the equation of a circle. Then plug these values into the equation for a circle, which is $(x-h)^2 + (y-k)^2 = r^2$.
- 51. d.** Convert the y values to a common value of 40 by multiplying the first ratio by 8 and the second ratio by 5 . The x value becomes 32 , and the z value becomes 45 .
- 52. h.** An average is found by dividing the total amount (in this case, years) by the total number (in this case, people). Multiply the number of men by their average age, the number of women (found by subtracting 190 from 420) by their average age, add these two values together, and divide by 420 .
- 53. d.** The period is found by measuring the distance the graph takes to complete one full curve from $y = -1$ to $y = -1$. This full curve takes place over a distance of 2π .
- 54. k.** The linear relationship of the corresponding parts of the similar prisms is $10:15$, or $2:3$. Therefore, the cubic relationship of the prisms must be $(2:3)^3$, or $8:27$. Set up a proportion of $8:27 = 4,000:x$, and solve.

- 55. b.** If $(x - 3)$ is a factor of $3x^2 - 11x + n$, then $(3x - a)$ must be a factor as well, where $(-3)(-a) = n$, and $(-3)(3) + (-a)(1) = -11$. Solve for a in the second equation, and $a = -2$, and then plug that value into the first equation to solve for n .
- 56. k.** Plug $(x + k)$ into the function $2x^2 + 2$ in place of x , then square $(x + k)$, distribute the 2, and then add 2.
- 57. a.** Sin is equal to $\frac{\text{opp}}{\text{hyp}}$ or $\frac{y}{\text{hyp}}$; therefore the y -value is -4 , and the hypotenuse is 5. This indicates a 3–4–5 right triangle, so the missing side is 3. Since the angle must be less than $\frac{3\pi}{2}$, it must be located in the third quadrant of a standard (x,y) coordinate plane, and x must therefore be -3 . Cos is $\frac{\text{adj}}{\text{hyp}}$, or $\frac{x}{\text{hyp}}$.
- 58. j.** While this seems too complicated to be a linear graph, it is. Factor out an x in the numerator, and you are left with $3x + 3$; the numerator and denominator x 's cancel out. However, the graph is undefined at $x = 0$, so there is a hole in the graph at that value.
- 59. e.** First, use algebra to solve for C in terms of A in the first equation. Then replace C in the second equation with the value found in the first equation. Now, again use basic algebra to solve for A in the second equation.
- 60. h.** First, find 15% of \$120 and subtract that from \$120, leaving \$102. Next, subtract 5% of \$102 from \$102, leaving \$96.90. Now find the difference between this number and \$100, and determine what percent of \$100 it is.

ACT Reading Practice Test 1**Passage I—Prose Fiction**

- 1. c.** The best way to handle this question is to go through the possible answers and eliminate the incorrect ones. The first line states that there *was nothing of the giant* in Babbitt, which eliminates choice **d**, because he was not tall. Lines 15–16 say *He was not fat*, but he was *well fed*, which eliminates his being overweight (choice **a**) or skinny (choice **b**).
- 2. h.** The passage lists a number of occupations that Babbitt does not perform, but line 10 says what he does do: sell houses.
- 3. a.** The reader knows that, on this particular day, Babbitt is having a difficult time getting out of bed. Does this mean he is lazy? It could, but later we learn that the poker game he went to the night before may have something to do with his prolonged slumber. We are never given any indication that Babbitt works hard at his job, but lines 9–11 say *he was nimble in the calling of selling houses for more than people could afford to pay*; in other words, he was good at his job, but did not necessarily work hard at it.
- 4. j.** This question asks that you infer something about the relationship that Babbitt has with his wife by paying attention to how they interact. We know that they do not openly dislike each other because Babbitt's wife tries to wake him by cheerfully calling him *Georgie boy* (lines 90–91). But in the same lines Babbitt refers to this cheerfulness as detestable to him, so we know his feelings are not romantic and passionate, but that Babbitt has strong feelings about his wife (thus eliminating choices **f** and **h** as possible answers). Lines 78–79 come the closest to stating Babbitt's feeling toward his wife (and family), saying that he disliked them and disliked himself for feeling that way.

- 5. d.** The biggest clue that the meaning of *patina* is color is the fact that the word *gold* immediately precedes it.
- 6. g.** There are many things that wake Babbitt from his sleep, but the first one can be found on line 39. We know that the noise of the milk truck wakes him because the next line is *Babbitt moaned; turned over; struggled back toward his dream*. All the other options may have woken Babbitt, but choice **g** is the first and therefore correct.
- 7. a.** It is perfectly clear that Babbitt wishes to return to sleep, but this fact has nothing to do with his blanket. His blanket may indeed offer him warmth and comfort, but the passage does not say as much, and we know that Babbitt bought this blanket for a camping trip he never took.
- 8. f.** When the alarm goes off, what keeps Babbitt in bed is stated in lines 77–78: He *detested the grind of the real-estate business*. This makes it clear that Babbitt dislikes his job. Although the next line refers to his dislike of his family, we cannot assume that he has had a fight with his wife (she seems cheerful enough when she calls him *Georgie boy* to wake him). We also learn in the lines immediately following that he went to a poker game where he drank beer and smoked cigars, so he may have a hangover.
- 9. b.** Lines 28–29 give the best clues as to the meaning of Babbitt’s dream. The fairy sees Babbitt as nobody else sees: a *gallant youth*, or young. He also escapes from his wife and friends who attempt to follow him in this dream (he is free).
- 10. f.** This question asks you to find a more succinct way of stating lines 63–66, which basically say that, as a boy, Babbitt was more interested in life. Even if you do not know what the word *credulous* means here, you can still assume that it is something different from the way he is now from the way the sentence is phrased. We know that now he is not interested in life, or *each new day*.

Passage II—Humanities

- 11. d.** Although it is true that Leonardo’s father would punish him if he caught Leonardo skipping school (choice **a**), this is not what the question asked. You also know from the text that Leonardo continued to skip school (choice **b**), but whether his grandmother knew this would happen is irrelevant. The reason that his grandmother did not punish him can be found in line 94, where she says that she loves to see him happy.
- 12. f.** Because the question refers only to the last paragraph, any opinions that Leonardo’s teachers may have elsewhere in the text do not apply. It is true that Leonardo did not get along with the other students (choice **j**), but nowhere does it say that his teachers had any opinion on this. This is a basic inference question in that the last paragraph states that some of Leonardo’s teachers dreaded his questions because they *were sometimes more than they could answer* (line 125). From this statement, you can infer that they were afraid they would not have the knowledge to answer his questions and therefore afraid he might ask questions they could not answer.
- 13. d.** The text mentions many people as having something to do with raising Leonardo, but lines 34–35 state *It was the old grandmother, Mona Lena, who brought Leonardo up*.

- 14. j.** Although you may already know that Leonardo da Vinci was a talented artist, this is not mentioned in the text, which means that choice **h** is incorrect. Lines 52–54 show that Leonardo spent the time he skipped school studying nature, which was what interested him.
- 15. a.** When Leonardo was punished for skipping school (lines 104–106), his father locked him in the cupboard, and instead of protesting, he soon found himself lost in his own thoughts. This is how the reader knows that he did not mind being alone; therefore statement I is true. Lines 68–72 show that Leonardo was fascinated by birds and the *secret power in their wings*, which makes statement II correct. Lines 43–44 describe Leonardo as not enjoying the company of other boys, from which one can reasonably infer he was not popular, which makes statement III incorrect.
- 16. h.** The only date mentioned specifically in the passage is 1452, which was the year of Leonardo’s birth. Lines 41–42 state he was seven years old when he was sent to school, which would make the year 1459.
- 17. a.** This question asks you to distill a lot of information about Leonardo as a boy and find the one fact that is incorrect. In lines 48–49, it says that Leonardo found Latin grammar *a terrible task*, which makes choice **a** correct.
- 18. j.** The lines referred to in the question describe an aspect of Leonardo’s personality, but the question asks you to sum up exactly what that aspect is. The line says *he loved the flowers*, but he still pulled off their petals because he wanted to understand *how each was joined*. Therefore, his desire to learn how things worked led him to destructive acts.
- 19. b.** Lines 111–119 describe Leonardo’s reaction to his punishment. Specifically, it says that he did not kick the door (was not angry), and that he only briefly felt it was unfair to be punished. The best way to describe his reaction was that he accepted it and occupied himself with his own thoughts, or resigned himself to his punishment.
- 20. h.** We know that many of the answers in this question are, in fact, true statements, but they do not answer the question. He may have known that his grandmother would not punish him, but nowhere does it say this had anything to do with his motivation to skip school. The answer can be found in lines 48–49, which state that Latin grammar *was a terrible task* and continues to state that he therefore skipped school.

Passage III—Social Studies

- 21. a.** The first part of the paragraph explains how the rich were unaware of the plight of the poor and therefore did not care: “*one half of the world does not know how the other half lives.*” *That was true then* (lines 1–3). But the paragraph goes on to say that it was only when conditions became so bad that it became *no longer an easy thing* for the rich to ignore the poor (lines 9–10). Although choices **b**, **c**, and **d** may be correct statements, they do not summarize the main idea of the whole paragraph.
- 22. j.** The meaning of this phrase can be found throughout the passage, but because the passage is from *How the Other Half Lives* and it is about the conditions of the poor, one can reasonably assume it refers to the poor.

- 23. b.** For this question it is important to sift through a lot of details to get to the main point of the statement, which is that a majority of crimes are committed by those *whose homes had ceased to afford what are regarded as ordinary wholesome influences of home and family* (lines 36–39). In other words, without good housing, there can be a lack of good family values, which in turn leads to increased crime.
- 24. j.** There are a lot of numbers mentioned in the passage, but the number specifically attributed to the number of people living in tenement housing can be found in lines 54–55, more than *twelve hundred thousand persons call them home*, or 1,200,000.
- 25. c.** Because the secretary’s statement refers to the living environment of the poor, it can be assumed that the word *domiciles* can be defined as living places.
- 26. h.** The word *line* refers to the sentence immediately preceding the one in the question: *the boundary line of the Other Half lies through the tenements* (lines 44–46). It is important to find and understand this reference before you can make sense of the question. Here the line refers to those living in tenements. Therefore, if the line no longer divides the population evenly, more than half live in poverty.
- 27. a.** The only reference in the entire passage to an escape from poverty can be found in lines 56–57, *The one way out—rapid transit to the suburbs—has brought no relief*. But because it *has brought no relief* and the statement immediately following reads *we know now that there is no way out*, you can infer that the author believes there is no way to escape poverty.
- 28. h.** The statement in lines 75–76, *the nurseries of poverty and crime that fill our jails and courts* make statement I true, and immediately prior to that statement it says the tenements *are the hotbeds of the epidemics that carry death to rich and poor alike* (lines 73–75), making statement II true. There is no reference to rich living in tenements in the passage; therefore, statement III is incorrect.
- 29. b.** The easiest way to answer this type of question, which really refers to the entire passage, is to eliminate answers you know are wrong. The author makes no statement that crime is overreported, nor does he say how criminals should be punished, or whether they should be punished at all; therefore, choices **a**, **c**, and **d** are incorrect. Throughout the passage, crime is blamed on life in the tenements.
- 30. f.** The first clue that the author is not being objective is that he uses words like *greed and reckless selfishness* (lines 19–20). And because the author says that poverty is inescapable in lines 57–58 (*We know now that there is no way out*), one can only conclude that his opinion is sympathetic.

Passage IV—Natural Science

- 31. b.** Lines 11–12 state that every year the arctic tern migrates *from the Arctic to the Antarctic with subsequent return*.
- 32. g.** Although the body structure of birds is well suited to migration, it is not the reason they migrate. Lines 17–20 state that this makes *it possible for birds to seek out environments most favorable to their needs at different times of the year*.

- 33. a.** Lines 37–38 state that when the first migrating geese were spotted, the fur traders and Native Americans *all joined in jubilant welcome to the newcomers*. Therefore, it can be inferred that their relationship was a friendly one.
- 34. f.** There are many groups mentioned in association with the migrating birds, but lines 68–69 (*bird investigations are made by the U.S. Fish and Wildlife Service*) is where you will find the answer to this question.
- 35. c.** Lines 87–90 explain that the role of the Biological Survey was to collect data on migrating birds before the Fish and Wildlife Service was established.
- 36. j.** Lines 43–47 state that birds ate the insects that were troublesome to farmers; therefore, the insects were not threats to the birds.
- 37. c.** The preceding lines explain how the arrival of the birds signaled a change in season and the start of celebrations; therefore, even if you do not know the meaning of the word, you can assume that the *imminence of spring* means that spring was soon to arrive.
- 38. h.** Although the European fur traders appreciated the migrating birds, they did so because the birds indicated the arrival of spring. Fur traders were also around before the increasing population of North America referred to in lines 38–39.
- 39. a.** Immediately preceding the statement that *We soon realized that our migratory bird resource was an international legacy* (lines 50–52) is a list of reasons people appreciated the migrating birds, and it does not include their being a source of food.
- 40. j.** If you read only the beginning of the next to last paragraph, you might think the answer is choice **g**, but if you continue reading, you learn that many others help the Fish and Wildlife Service.

ACT Science Practice Test 1

Passage I—Data Representation

- 1. d.** The force of gravity produces an acceleration of -9.8 m/s^2 . This means that the velocity must change by -49 m/s every 5 seconds because $5 \times -9.8 = -49$. Object 3 begins with an upward velocity of 490 m/s but is reduced by exactly 49 m/s during every 5-second interval shown. None of the other objects consistently experiences a change in velocity of -49 m/s every 5 seconds. Object 1 has a positive change of 51 m/s in the first 5 seconds. Object 2 operates under the influence of gravity alone for 15 seconds but then between seconds 15 and 20 has a positive change in velocity of 1 m/s .
- 2. g.** For at least part of the period shown, objects 1, 2, and 3 experience a change in velocity of -49 m/s every 5 seconds, which is the magnitude of change gravity causes. For object 1, this occurs between seconds 35 and 45. For object 2 this occurs from second 0 to second 15 and also from second 35 to second 45. Object 3 experiences a reduction of 49 m/s in velocity every 5 seconds from second 0 to second 45.
- 3. d.** Constant acceleration means that the change in velocity for the period specified from second 5 to second 25 must always be the same. This is true for object 1 and object 3. Object 1 has an upward (positive) change in velocity of 51 m/s every 5 seconds for the period being looked at. Object 3 has been shown to be operating only under the influence of gravity, producing a change in velocity of -49 m/s every 5 seconds for the entire period, including the one asked about here. Object 2 has a constant change of -49 m/s only for second 5 to second 15. It then changes to $+1 \text{ m/s}$ for second 15 to 35, so the change is not constant for the entire period specified.

4. f. In Table 1, downward velocity is represented by negative numbers, and upward velocity is represented by positive numbers. Therefore, everything below the zero line in Figure 1 represents downward motion, and everything above represents upward motion, regardless of which direction the line on the graph is headed. When the graph line crosses 0, this indicates that the direction of the object changes at that point.

A positive change in the direction of the line on the graph indicates a positive change in velocity. If the line is below zero, this means that the object moves downward but at decreasing speed. If the line is moving upward above zero, this means the object is moving upward at an increasing speed.

Only answer choices f and g state that the object is traveling downward at second 0. This is correct because the graph line begins at -100 . Figure 1 indicates that the object reaches zero velocity at approximately 10 seconds. Changing from negative to positive velocity means it changes direction from downward to upward. Table 1 indicates that that point is a bit before second 10 since it is already traveling upward at 2 m/s by second 10. We can calculate that the change in direction occurs at 9.8 seconds. Answer choice f correctly states that the object's speed decreases after second 30 as indicated by the downward slope in Figure 1 and the decreasing numbers in Table 1. Answer choice c, which is correct until that point, incorrectly states that the object's speed continues to increase.

5. c. For the period from second 15 to second 35, object 2 has a positive change in velocity of 1 m/s every 5 seconds. An upward force slightly greater than the force of gravity is required to produce this small upward acceleration. Answer choice c, which points to a counterforce capable of producing a 10 m/s^2 upward acceleration against gravity's -9.8 m/s^2 , is the only one that could be even approximately correct, so it is the *best* answer. To calculate the answer precisely, first divide the results reported for each 5 seconds by 5 to convert them to 1-second-interval results. This shows that instead of the 9.8 m/s^2 downward acceleration due to gravity, object 2 experienced $+0.2 \text{ m/s}^2$ upward acceleration due to the unknown force. Add 0.2 m/s^2 to 9.8 m/s^2 to calculate the correct acceleration level, which is 10 m/s^2 .

Answer choice a is incorrect because object 2 has not leveled off. Its *velocity* has nearly leveled off, but it is still falling at nearly 100 m/s. Answer choice d is incorrect because the changes in gravitational force due to even the most extreme terrain changes are far too small to produce the result described.

Passage II—Research Summary

6. h. The reaction involves one molecule of each substance. Since a mole of any substance has the same number of particles as a mole of any other substance, this reaction requires the same number of moles of each.
7. b. Multiply 0.1, the desired concentration in moles per liter, by 36.5, the mole mass of HCl, by 0.02 liters of solution.

- 8. j.** The tables show only the pH levels for every 0.25 ml of titrant added. pH 7.0 does not occur at any of those precise points. Answer choice **j** is based on estimating the actual titrant volume at the point pH 7.0 is reached. Answer choice **f** is less accurate than choice **j** because it gives the volume of the titrant only to the closest 0.25 ml shown on the table. Answer choices **g** and **h** give the results in the wrong order.
- 9. a.** The table shows that at least 30 ml were added in each trial. We do not know if the trial ended at that point.
- 10. h.** NaCl is a product of the reaction. The NaOH titrant continued to be added after the reaction was complete, so NaOH will also be present. Answer choice **j** is incorrect because this reaction does not produce NH_3 , and there is no indication of NH_3 being present or being introduced into the solution.
- 11. b.** Multiplying the concentration of the titrant, given in moles/liter (M), by the number of liters used ($c \times v$) gives us the number of moles of NaOH in the titrant that were used in the reaction. This is also the number of moles of HCl used, because one molecule of HCl reacts with one molecule of NaOH. The mass of HCl is determined by multiplying the number of moles by the mole mass, which is 36.5 grams. The final calculation is $0.2 \text{ moles/liter} \times v \text{ liters} \times 36.5 \text{ grams/mole}$.
- Passage III—Conflicting Viewpoints**
- 12. h.** The highest concentration, indicated by the highest point of the distribution curve, is at about 153 cm for country A.
- 13. a.** The highest concentration, indicated by the highest point of the distribution curve, is at about 174 cm for country B.
- 14. h.** Answer choice **h** provides the most complete description of the similarities and differences. Answer choice **f** ignores the clear similarities between the curves, and choice **j** ignores the differences. Answer choice **g** misidentifies the difference in shape as a difference in position.
- 15. b.** Table 1 and Figure 2 accurately describe the time comparison shown, which consists of data absent from Figure 1. Answer choice **a** is incorrect because Figure 1 presents no data on change over time. Answer choice **c** is not supported by Figure 2. Answer choice **d** is incorrect because it is also supported by Figure 1.
- 16. f.** It reports what the chart indicates. Answer choice **g** is correct for most of the period shown but not for its entirety. For the period 1970 to 2010, country B's height increase is less than both the global increase and country A's increase.
- 17. d.** From 1810 and 1830 and again from 1890 to 1930, country A's typical adult height was reduced. Answer choice **a** is incorrect because there was no point shown at which country B's adult height decreased. Answer choice **b** is incorrect because country A's overall progress in height has been interrupted by periods of decline. Answer choice **c** is incorrect because country A's adult height actually increased less than one-third as much as country B's.
- 18. h.** The right and left extremes of the curve, where the population distribution approaches zero, is nearly identical in each of the curves. Answer choices **f**, **g**, and **j** are not supported by the data given.

Passage IV—Research Summary

- 19. b.** Translated from scientific notation to standard notation, Table 2 looks like this:

TABLE 2 WAVELENGTHS (λ) IN NANOMETERS OF ELECTROMAGNETIC RADIATION

TYPE OF RADIATION	FROM λ	TO λ
gamma ray	?	0.001
x-ray	0.001	1.000
ultraviolet	1.000	400.000
visible light	400.000	700.000
infrared	700.000	10,000.000
microwave	10,000.000	10,000,000.000
radio	10,000,000.000	1,000,000,000,000.000

The SIM covers part of the ultraviolet, visible light, and infrared spectrums.

SOLSTICE A and B each cover part of the ultraviolet range. XPS begins at 1 nm, which is the upper end of the x-ray range, and extends into the ultraviolet range.

- 20. f.** The highest level is $1,361.2513 \text{ W/m}^2$, and the lowest is $1,361.0329 \text{ W/m}^2$. The difference is 0.2184 W/m^2 . Answer choice **g** is in the wrong units, and answer choices **h** and **j** are not even approximately correct.
- 21. d.** The proportion is approximately $2E - 1$ divided by $1.6E + 3$. That would have to be approximately $(\frac{2}{1.6}) \times 10^{-4}$. Answer choice **d** is the only answer that approximates that.
- 22. h.** The wavelength in nanometers (nm) is shown on the x -axis, and the level of solar irradiance is shown on the y -axis. The highest point is approximately $2.1 \text{ W/m}^2/\text{nm}$ (watts/meter²/nanometers). This occurs at a wavelength somewhat less than 500 nm.

- 23. b.** TSI is measured in watts/meter², which is a measure of power. SSI is a measure of the same power separated into different wavelength ranges. The definition of SSI given in answer choice **a** has no definite meaning. Answer choices **c** and **d** refer to solar energy, but TSI and SSI are magnitudes of power, not energy.
- 24. g.** The largest area under the SSI curve occurs between approximately 400 and 700 nm, which is the visible light range.
- 25. c.** According to Figure 3, almost all of the irradiance is delivered in the visible light, infrared, and ultraviolet spectra. The magnitude of irradiance delivered by the other types does not even appear clearly on the graph. The ultraviolet irradiance is defined by the small sliver of area under the curve between 0 and 400 nm. The infrared area from 700 to 2,500 nm is significantly larger.

Passage V—Research Summary

- 26. g.** Answer choice **g** presents evidence of exactly what is being looked for: a change in the nature of the bacterial population. Answer choice **f** is not correct because we do not know why no culture was made on day 19. Answer choices **h** and **j** are conjectures for which there is no strong evidence presented in the table.

- 27. d.** Answer choice **d** indicates a fact relevant to the purpose of the study. The cultures taken directly from the patient showed first type I, then type IV without type I, and then type VI without either type I or type IV. Type I dominated the results of the inoculated mouse A, but it did not appear in the day 15 or 17 samples. It then reappeared on day 19, along with type VI, but reappeared alone on day 21 even though the culture from the patient grew no colonies. Answer choice **a** is not correct. On days 4 and 6, mouse B was infected with types V and VI pneumococci, without any evidence that these were in the sample from the patient. On day 8 mouse A was infected with type VI, which did not appear in the patient until day 17. Answer choice **b** is not correct because that day's sample infected mouse A with both type I and type VI, and we are not even sure this patient, let alone most patients, was cured at the point of type VI's appearance. Answer choice **c** draws a conclusion based on how the bacterial types were numbered, rather than on the observed operation of the bacteria.
- 28. j.** The consistency of this result is a strong indicator that the colonies do change their characteristics in a systematic way. Answer choices **f** and **h** indicate only that some strains are more virulent than others, but that is to be expected. Answer choice **g** incorrectly claims that all of the samples changed, but the surviving mice were not tested.
- 29. b.** The data here do not provide a solid theory concerning the cause of the changes observed, but there are clear patterns in the differences between the behavior of strains in culture, in the inoculated mice, and under the influence of type I serum that point to the possibility of expanding understanding of the phenomena. Answer choices **a** and **c** are not supported by the data. Answer choice **d** is inaccurate. There are indications of nonrandom ordering, particularly in experiment 3.
- 30. g.** It is important to be able to look at the data presented and draw conclusions from what seems to make sense based on other inputs. The idea that one stable form of bacteria is at work from the beginning to the end of this course of illness is refuted. Answer choice **f** is refuted by the data. Answer choice **h** is not supported. The original type I strain seems to have been weakened or transformed to others, but there is no evidence that it destroyed itself. There is also nothing to support answer choice **j**.

Passage VI—Data Representation

- 31. c.** Always make sure you understand what each direction on the chart, table, or graph means. In this case, high $\delta^{18}\text{O}$ means cold climate and glaciation. The highest $\delta^{18}\text{O}$ level shown is about 2.5, which occurred at about -0.65 million years.
- 32. j.** High sea levels occur when glaciers melt, filling the oceans with low $\delta^{18}\text{O}$ water. The lowest $\delta^{18}\text{O}$ level shown is about 2.8, which occurred at about -1.85 million years. Answer choice **h** is incorrect. The peak at 1.93 million years ago would indicate low seas, rich in $\delta^{18}\text{O}$.

- 33. a.** Periods of glacial buildup are marked by peaks in $\delta^{18}\text{O}$. There were three between -0.25 and -0.50 million years.
- 34. j.** Glacial melts dilute the high $\delta^{18}\text{O}$ seawater with ^{16}O -rich glacial water, and are marked by low $\delta^{18}\text{O}$ seawater. Between -1.25 and -1.50 million years there are four $\delta^{18}\text{O}$ troughs.
- 35. b.** Temperature swing is indicated by the difference between the highest and lowest $\delta^{18}\text{O}$ levels. From -0.90 to -1.75 million years, $\delta^{18}\text{O}$ rose to 1 and no higher and then dropped to -1 and no lower, almost like clockwork. That is a range of only 2 between high and low. For the rest of the span of time shown, the $\delta^{18}\text{O}$ high levels were generally above 1 and as high as 2.7. The lows were as low as -2.7 .
- 39. d.** Chlorine needs just one electron to complete its outer ring of eight, and hydrogen is able to donate it. Ionic bonds are formed between atoms needing electrons to fill a nearly complete outer ring (positive valence) and those needing to get rid of atoms in a nearly empty outer ring (negative valence). It might seem that an atom like chlorine could just as easily get rid of all seven of its outer ring electrons as acquire one, but that kind of reaction is very rare.
- 40. h.** The key in ionic bonding is not the number of atoms combined, but the number of electrons required or available to produce complete outer electron rings. Chlorine needs only one and sodium has one extra to provide. Oxygen needs two, but hydrogen only has one per atom to provide. That is why water has two hydrogen atoms to donate electrons and salt has only one sodium atom.

Passage VII—Data Representation

- 36. j.** The tables show that the total charge for each substance is zero. Due to their electrical charge, ions tend to move away from like-charged ions and toward oppositely charged ions to form electrically neutral compounds.
- 37. a.** Electrons are negatively charged, so removing one produces a charge of $+1$.
- 38. g.** Sodium has an atomic number 11, and, therefore, neutral sodium has 11 electrons. The first ring has two and the second has eight. That leaves one electron to form the third ring. That electron is given up when sodium is ionized, leaving the first two rings.

ACT Writing Practice Test 1 Sample "Score 6" Essay

Imagine your parents or grandparents as teenagers: Do you think they were running around vandalizing movie theaters and ripping off ice cream parlors? Decades ago, our parents and grandparents enjoyed parties and late-night diner runs as much as we do today. They were not out to scandalize their communities; they simply wanted to enjoy life. Yet now, these same freedom-loving people want to suppress our freedom by enforcing a law that would prevent any teen from attending parties or working late to earn a little extra money. A curfew

for minors under the age of 18 not only will have little effect on crime rates, but also will wrongly restrict the social life and employability of many teens.

According to supporters of this legislation, enforcing a curfew on children under the age of 18 would "reduce community problems such as violence, graffiti, and drugs." There are many problems with this statement. For instance, violence does not take place in a community only at night. The events at Columbine High School in 1999 proved that violence can take place in broad daylight, and that the root of this violence can sometimes begin at home. While graffiti is ugly and destructive, it is not done only in "alleys, parks, or playgrounds." There are scribbles and drawings on many of the desks and textbooks in my school, yet they were done in the daylight and are just as destructive. Similarly, drugs are a problem in every community and do not discriminate against any type of student or time of day. It is unfortunate but true that a student can sell drugs just as easily in school as he or she can in a park at midnight. What this law is doing is not eliminating these problems, but simply shifting them to different public places during different times of the day.

One argument of those opposed to this legislation is that "curfews stereotype minors by presupposing that citizens under the age of 18 are the only people who commit crimes." This is true. While many community problems can be attributed to minors,

the same problems can also be attributed to adults. This fact is supported by the large number of men and women over the age of 18 in our prison system. The community may save money by keeping a few young vandals or drug dealers out of juvenile prison, but they will certainly continue to pay for those mature men and women who have chosen to support themselves by selling drugs to minors in the first place. It should also be noted that while a curfew may keep minors under the age of 18 from loitering and causing destruction, there is a group of young adults between the ages of 18 and 21 that cannot legally drink alcohol but still do. The curfew will do nothing to stop the destruction of property or even lives that may result from this action.

A curfew like this would only restrict the positive outlets many teenagers have, such as healthy interaction with their peers and work. Many teens have long days filled with school and after-school activities such as sports or clubs, chores, and homework. Most of my friends do not even have a free moment until about 9:00 or 10:00 p.m. It is then that many teens go out and see a movie or visit with friends. This curfew would all but prevent most teens from being able to socialize with other teens in person. Teenagers would be relegated to online and phone friendships. Another problem with this curfew is that it would prevent many teens from having a job, which many teens need. Many jobs for teenagers are at

fast-food restaurants where the late-night shifts are the only ones teens are able to get because they are in school all day long. This curfew would make it very difficult for teens to obtain jobs and earn money for college. Social interaction and work are both healthy experiences that make teens into good, productive community members. This curfew would prevent that.

Obviously, by encouraging this legislation, the supporters of this curfew feel they are protecting their rights as well as those of the community. The minors of previous generations have grown up to be mature and responsible citizens with legitimate concerns about youth and community. While there may be more evils lurking in society than in decades past, these people must realize that putting a time limit on problems cannot solve them. Perhaps instead of trying to contain them, their time would be better spent finding the root of the crime, violence, and drug problems that are rampant in our society today. By working these troubles out instead of locking them in, it is possible that both adults and minors may work together to make our community a better place.

Critique

This essay shows an excellent and insightful understanding of the prompt. It clearly addresses the prompt. The student creates a clear and creative opening and closing, and the point of the essay is clear: the student disagrees with the curfew. The student maintains the focus of the paper by using

well-developed paragraphs, as in paragraph 2, where the student states that *There are many problems with this statement* and gives several examples of these problems (*violence does not take place in a community only at night; drugs are a problem in every community and do not discriminate against any type of student or time of day*). The student uses counterarguments in paragraphs 2 and 3 to logically refute the opposition's opinion. The student uses transitions to smoothly join the paragraphs and examples together (*According to supporters, A curfew like this, Obviously*). The details and examples in the body paragraphs show that the student has carefully planned the argument. In addition to good content and organization, the essay uses strong vocabulary (*scandalize, lurking*). The sentences are varied and interesting, and there are few, if any, grammatical errors.

Sample "Score 5" Essay

To try to reduce juvenile violence and crime, many towns have chosen to enforce curfews on minors under the age of 18. People who support these curfews believe they would lower community problems such as violence, graffiti, and drugs. People who oppose curfews for minors claim that these curfews stereotype minors by assuming that citizens under the age of 18 are the only people who commit crimes. I actually think a curfew would be a good idea. A curfew in our community would make the community a safer, cleaner place and would help build stronger families.

Many teens get into a lot of trouble late at night. They are out late hanging around doing very little that is constructive. Teens who are out past 10:00 p.m. are more likely to drink alcohol, experiment with drugs,

and commit crimes such as vandalism and robbery. It's too hard for teens to resist peer pressure when it's late and they are sleep-deprived. A curfew would ensure that most teens are safely in their homes late at night. This way the teens themselves are safer from peer-pressure and other community members are safe from teens who might do terrible things while sleep-deprived or under the influence of drugs and alcohol. It's true that not every crime is committed by a teenager, but if we can eliminate some crime with this curfew, it allows the police to concentrate on other people committing crimes. Either way, crime is reduced and the community is safer.

You may notice that teens are not the neatest people in the world. Most teens' rooms are a disaster area. Teens who are permitted to wander aimlessly around the neighborhood tend to create a mess. Even if they are not drinking alcohol, teens gathering in a park or parking lot will tend to leave cans, food wrappers, and sometimes cigarette butts all over the place. Some teens deliberately cause a mess by overturning garbage cans, spray painting on buildings and fences, or breaking windows. Of course, most teens are going to wait until the cover of night to do this, so having a curfew would eliminate these problems. Finally, having a curfew would help build stronger families. Many teens go out and stay out all night long. They never interact with their parents or siblings. They think a night at home will be

boring. But a curfew like this would force teens to stay home with their families. At first it may seem like torture, but if parents take advantage of it and create a warm, loving, fun home environment, teens will enjoy staying home and families will become stronger.

Without the curfew, it's too difficult for parents to force their teens to stay at home; it becomes a source of arguments. If there were a curfew, the parents could "blame" it on the law. That way it doesn't feel so much like the parents are harassing the teenager. I think a curfew is a good idea. As a teenager myself I see the trouble teens get into late at night. I have a good time when I stay home with my family and I'd like to see other teens have this experience too.

Critique

This essay shows a good understanding of the prompt and shows some insight into the complexities of this issue. It has a clear thesis statement. The essay contains specific examples to support the thesis, showing how teenagers get into trouble late at night, and contains a counterargument in paragraph 2. Overall, the essay is generally well organized; it uses clear logic with good transitions between ideas. The essay shows good command of written English with attempts at varying sentence structure and attempts at sophisticated vocabulary use that may not be as successful as the model score 6.

Sample "Score 4" Essay

Curfews for minors are a bad idea. Curfews make it illegal for minors to be out in public between the hours of 10 PM and 5 AM. These curfews are a bad idea for several reasons. If a minor is out after 10 PM, it does not mean that this minor is committing a crime. People over the age of 18 commit crimes too. Sometimes it is necessary for a minor to be out after 10 PM for work and or friends. Also, just because a minor is out after 10 PM doesn't mean he's a bad kid. He shouldn't get in trouble for not really doing anything bad.

The people who want to create a curfew think that it'll create less crime in the community. It might do that with some kids, sure, but it won't stop crime all together. If a kid knows he has to be in by 10 PM he might decide not to write graffiti on the walls or hang out and do drugs, but that doesn't mean that other people won't. Old people commit crimes too. Also, a kid can do drugs after school at a friends house. He doesn't have to do it at night. He can draw or write on the sides of buildings before 10 PM too. In the winter-time, it is dark outside at 7 PM. Kids will do the same things, they will just do them earlier in the day.

Sometimes, too, a minor needs to be out after 10 PM. For example a kid might have a job that doesn't get out until 10 PM and than the kid needs to drive home. If he gets caught driving, he could get in trouble. Or what if he is at a friends house and they are just having a fun time or doing there

homework, not doing anything wrong or anything, but just hanging out. If he forgets what time it is and he leaves a little too late he could get in trouble. That is not fair if he is a good kid.

This brings me to my last point. If a minor gets in trouble for staying out after the curfew it could ruin his reputation. He might be a good student who wants to get a scholarship to college. He can't get a scholarship with a police record. He was probably out late studying anyway if he's a smart kid. Maybe the people who create these curfews could make some guidelines to follow so that kids could stay out later if there is a special event or for work or studying. That would make it easier to follow and good kids wouldn't get in trouble. In conclusion, I think that curfews are a bad idea. They don't change anything and don't make kids stop doing inappropriate things.

Critique

This essay is an adequate response. In the opening, the student states the main idea of the essay: *Curfews for minors are a bad idea*. The student then briefly outlines the content of the essay. The student continues the focus throughout the essay, staying with the position of disagreeing with the curfew legislation, and develops the essay by attempting to give three distinct reasons. However, paragraphs 3 and 4 are quite similar and possibly could have been discussed in one paragraph. The student does attempt transitions between both sentences and paragraphs (*Sometimes, too; For example; This brings me to my last point*). Although this helps the organization of the essay, it does little to add to the development of the paragraphs, which is weak. Paragraph 2 gives several

details to support the student's opinion that curfews do not lessen crime in a community (*Old people commit crimes too; a kid can do drugs after school; Kids will do the same things, they will just do them earlier in the day*). However, paragraph 4 lacks solid details or examples to support the student's idea that a curfew could ruin a minor's reputation. There is only one sketchy detail (*He can't get a scholarship with a police record*). This uneven development hinders the effectiveness of the essay.

The student uses basic vocabulary and sentences, and makes several spelling and grammatical errors (*scholarship, just having a fun time or doing there homework, at a friends house*), but they do not interfere with the meaning of the essay.

Sample "Score 3" Essay

I'm getting very tired of adults not trusting teenagers. This curfew idea just adds to the problem. It's a terrible idea.

People who want this curfew think that all teenagers are out to vandalize and cause trouble. That's not true. Some teens are trouble-makers but most aren't. Most teens are good kids. They want to go out at night to have fun, not cause trouble. If we had a curfew teens would probably not be able to have much fun. They would have to go in their houses so early that they wouldn't be able to really do anything.

The curfew might keep the bad teens from doing bad things but it punnishes the good teens at the same time and that's not fair. The curfew would make it pratically impossible for teens to have jobs and that also wouldn't be fair. Teens can't really get a job at McDonalds if they can't work passed 10:00pm.

The whole problem is that adults don't trust teens and they should. Most teens are fine. Maybe only teens that have been bad should have the curfew instead of everyone.

Critique

This essay shows developing skill. The writer shows a clear understanding of the assignment and takes a clear stand on the issue. The essay lacks adequate development, however. The ideas are very general and somewhat repetitive: *Some teens are trouble-makers but most aren't. Most teens are good kids. They want to go out at night to have fun, not cause trouble*. The essay has an adequate organization but lacks strong transitions between ideas. The essay shows some control of written language but makes some obvious spelling errors (*vandelize, punnishes*) and lacks sophistication.

Sample "Score 2" Essay

A curfew is when there is a time limit on when you can go out. Sometimes a curfew can be good or bad.

Its bad to have a curfew when you want to do something fun like go to a movie or out with friends. But a curfew could be good if it keeps you out of trouble, like if your drinking or something then youd have to stop because of the curfew. People think teens do bad things when their out late at night and sometimes their right, but ususally teens are just hanging out and that's not that bad.

I think a curfew might be a good idea in bad arreas of town, but I wouldn't want to have a curfew even though I don't do bad things.

Critique

This essay shows a weak understanding of the prompt. The writer does not take a clear stand on the

issue and offers no counterarguments. There are no transitions between ideas, and the ideas themselves are vague and confusing. It's difficult to tell whether the writer is for or against the curfew. The essay contains a number of grammatical and spelling errors that show a poor grasp of written language.

Sample "Score 1" Essay

*I dont think that kids are criminales.
My mom lets me stay out late and im
not a criminale. I dont do drugs.*

*Sometimes policeman chais 14
yearolds down the street on tv butt I
dont see that in my town because
they dont. besides, 14 yearolds get priv-
leges. it says so in that adendmint.*

*if you play your stero loud at
night you might comit a crim because
it is a minor but the police shud not
chais you because of privileges.*

*no one shud inforce laws on kids
who are not criminales.*

Critique

This essay shows little or no understanding of the prompt. The student confused much of the information. For example, the student confused the Fourteenth Amendment with 14-year-olds. The random and inappropriate details (*sometimes policeman chais 14 yearolds down the street*) weaken the attempt made by the student to establish the main idea stated in paragraph 1. The student writes about very few, if any, outside details. The student also makes severe grammatical errors that take away from the meaning of the essay and make it quite difficult to read (*criminales, adendmint*).