

COLLEGE
ENTRANCE EXAM

*Preparation and Practice
Workbook*

TEACHER'S EDITION



This booklet was written by The Princeton Review, the nation's leader in test preparation. The Princeton Review helps millions of students every year prepare for standardized assessments of all kinds. Through its association with McGraw-Hill, The Princeton Review offers the best way to help students excel on their college entrance tests.

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College Entrance Exam Preparation and Practice

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College Entrance Exam Preparation and Practice

Overview of the Teacher's Annotated Edition

The College Entrance Exam Preparation and Practice workbook contains explanations, techniques, and practice materials to help students prepare for the verbal portion of the SAT I, the SAT II Writing Subject Test, the ACT Reading Test, and the ACT English Test. As such, the workbook provides a comprehensive guide to the reading, usage and mechanics, and writing skills that students must master in order to succeed on these standardized tests.

SAT I

The SAT I contains three verbal sections, three math sections, and an experimental section that may be math or verbal. The College Entrance Exam Preparation and Practice workbook focuses on the verbal portion of the test. The verbal portion of the SAT I test is divided into two 30-minute sections and one 15-minute section. The SAT I evaluates students' grasp of vocabulary, relationships of meaning, and reading comprehension. The verbal sections consist entirely of three types of multiple-choice questions:

Analogies: Students are called upon to determine the relationship between two "stem words" (e.g. COW : CALF), and then find the answer choice (e.g. sheep: lamb) that shows the same relationship.

Sentence Completions: Students must select the word (or, in some cases, two words) from the answer choices that best completes a given sentence.

Critical Reading: Students are asked to answer questions based on a given reading passage. The questions test several skills, including students' abilities to determine main themes, to understand vocabulary in context, and to recall facts from the passage.

SAT II Writing Subject Test

The SAT II Writing Subject Test is divided into two distinct parts. Part A asks the student to write an essay in response to a writing prompt that is provided. (Sample writing prompts are included in this Teacher's Edition on page T8.) Part B contains a variety of multiple-choice questions that test students on their grasp of grammar, diction, mechanics, and usage, as well as their understanding of style and content organization.

ACT Reading and English Tests

The ACT Reading Test and the ACT English Test are two parts of the larger ACT Assessment Test (which also includes a Mathematics Test and a Science Reasoning Test.) The ACT Reading Test contains four reading passages and related multiple-choice questions designed to test the student's reading comprehension skills. It is similar in style to the critical reading component of the SAT I verbal section.

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The ACT English Test consists of five reading passages containing errors of grammar, mechanics and usage, style, and writing organization and content. The student is asked to choose the best answer from among four alternatives.

To facilitate use of the practice exams, this book includes versions of the Student Edition pages that show the correct answers, underline important points, and add pertinent test-taking tips and information. (See page T9 for examples and explanations of these annotations.)

In addition, four pages of “answer bubble” sheets (on pages T10–T15) and one essay answer sheet (on page T16) are included for you to copy and distribute to students. It is helpful to have students practice “bubbling in” answers as they take these tests. Incorrectly “bubbling in” answer choices is a common mistake for first-time test takers.

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How to Use this Book

As you will note below, the SAT I and ACT Reading and English tests are administered at various points throughout the school year. (The SAT II Writing Subject Test, however, is only given in April.) Therefore, it is a good idea to return to the College Entrance Exam Preparation and Practice workbook throughout the year. (You may, however, want to put more emphasis on this study in the months preceding October and April, since these tend to be the times most students choose to take their college entrance exams.)

The skills required by the SAT I, SAT II, and ACT tests cannot be developed in a short amount of time. Each test has its own idiosyncrasies, and only by reviewing and practicing consistently will students become comfortable with the unique styles of these exams.

Test Administration Dates		
SAT I	SAT II Writing Subject Test	ACT Assessment Test (including English, Reading, Mathematics, and Science Reasoning)
October		October
November		
		December
January		
		February
April	April	April
May		
June		June

It is a good idea to check at the beginning of the school year to determine the exact dates and locations where the tests will be given in your area. Your school guidance counselor will probably have that information on hand.

The best strategy to help your students get the greatest benefit from this book is to mimic as closely as possible the actual testing situation. Assigning tests as whole sections is the best way to help students develop the stamina these tests require. (ACT Assessment and SAT I tests are over three hours long.) However, whether you assign parts of sections, full practice sections, or entire tests, you want to make sure to time students appropriately. If you do decide to break a section into smaller parts, make sure to determine the correct amount of time for each part, based on the ratio of questions assigned to the whole section. Success on any of these tests hinges on students' ability to pace themselves appropriately in a timed situation.

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The chart below lists the time that would be allotted to each section in a real test situation.

Section	Page Number	TimeAlloted
SAT Verbal Practice 1	Page 8	30 minutes
SAT Verbal Practice 2	Page 13	30 minutes
SAT Verbal Practice 3	Page 19	15 minutes
SAT II Writing Practice 1	Page 22	25 minutes
SAT II Writing Practice 2	Page 28	15 minutes
SAT II "Writing Prompt"	Page T8	20 minutes
ACT Reading Practice (4sections)	Page 40	35 minutes
ACT English Practice (5sections)	Page 48	45 minutes

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How to Score the SAT II Writing Subject Test Essay

In order to provide your students with a picture of how they may perform on the essay portion of the SAT II Writing Subject Test, grade their practice essays in a manner as close as possible to the one used by the Educational Testing Service (ETS) graders. The test is scored on a scale of one to six; with six a perfect score. Although it is not possible to make an exact science of determining how many points to subtract for every error or weakness, familiarizing yourself with most important points and concepts will enable you to grade practice essays with the same mindset as the one used by ETS. Some helpful suggestions and guidelines about writing the essay are included on page 5 of the Student Edition.

Below are some broad categories that define the range of scores no matter what topic has been administered and no matter how broad or narrow the range of skills of those responding. Obviously, there is room for interpretation in each of these general categories.

➤ Scores of 6

An essay of this caliber demonstrates clear and consistent competence even though there might be an occasional error. Such an essay

- effectively responds to the writing prompt
- is well organized and developed, and uses appropriate examples to support its thesis
- shows a consistently high level of ability in style, sentence structure, and vocabulary

➤ Scores of 5

An essay of this caliber demonstrates reasonably consistent competence even though there might be an occasional error and fault in quality. Such an essay

- responds well to the writing prompt
- has good organization, is adequately developed, and uses appropriate examples to support its thesis
- shows a relatively high level of ability in style, demonstrates some variety of sentence structure, and uses vocabulary effectively

➤ Scores of 4

An essay of this caliber demonstrates adequate competence with only occasional errors and faults in quality. Such an essay

- responds to the writing prompt
- has some organizing idea and thesis development, and uses some examples to support its thesis
- shows an inconsistent level of ability in style, demonstrating occasional errors in grammar and diction
- has little sentence structure variety

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➤ Scores of 3

An essay of this caliber demonstrates developing competence. Such essays contain the following weaknesses

- insufficient organization or development
- lack of supporting details
- errors in grammar, diction, and composition

➤ Scores of 2

An essay of this caliber demonstrates some incompetence. Such essays contain the following flaws and weaknesses

- little or no organization
- inadequate development
- few or inappropriate supporting details
- errors in grammar, diction, and composition

➤ Scores of 1

An essay of this caliber demonstrates some incompetence. Such essays contain the following serious flaws and weaknesses

- very little organization
- insufficient development
- errors in grammar, diction, and composition so severe meaning is difficult to determine

College Entrance Exam Preparation and Practice

SAT II Writing Subject Test Essay Prompts

Following are some practice writing prompts, similar to the ones given on the essay portion of the SAT II Writing Subject Test. You may administer them as part of the SAT II Writing Subject practice test, assign them to students for homework, or work on them with your class. Use the guidelines on pages T6–T7 to help you score these practice essays.

Please remember that these prompts are not written in the students' workbook, so when you assign them, you must copy them onto the board or distribute them as a handout in class.

Essay 1: "Goals achieved through hard work are more valuable than similar gains acquired through good luck."

The good things we acquire through our own planning and labor have a value that is not present if we receive those same things merely through fortune or chance.

Discuss an instance from your studies of literature, history, or current events that shows the above statement to be true. You may also refer to your personal experiences.

Essay 2: "By taking the greatest risk we may achieve the greatest success."

Select an example from your studies of literature, history, science, world events, or from your own life, and use it as the basis for writing an essay in which you demonstrate why you agree or disagree with this statement. Be specific.

Essay 3: "Is necessity the mother of invention, or does deprivation merely lead to more deprivation?"

Do difficult circumstances generally stimulate a person's ability to create success? Or do these situations more often stifle a person's ability and incentive to succeed? Using examples from your studies of literature, history, or other subjects, or your personal experiences and perceptions, write an essay in which you respond to this question.

Essay 4: "One way in which technology has given us more freedom in the last thirty years is _____."

Using examples from your studies of history, social science, or other subjects, or your personal experiences and observations, write an essay in which you complete this thesis. Be as specific as possible.

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A Guide to the Teacher's Edition Annotations

The Teacher's Edition includes several types of markings to facilitate your teaching of the material. Shown below are two excerpts to give you an example of the variety of annotations employed.

Sentences in the introductory pages of the Student Edition have been underlined to highlight points to which you might want to give special attention in class.

From page 2

► The best way to find the relationship between the two stem words is to make a sentence with the stem words, defining one of the words in terms of the other. For example, if the stem words are APPLE : FRUIT, a “defining” sentence would be “An APPLE is a type of FRUIT.” A defining sentence would NOT be “Apples are fruits that I like.” “An APPLE is a type of FRUIT” is a sentence that you could imagine seeing in the dictionary in the definition of APPLE. That is why it is called a defining sentence.

On the critical reading sections of the SAT I and throughout the ACT Reading Test, passages are annotated to note where within the passage the answer to a particular question can be found. A “Q” and the question number appear next to the appropriate line(s) of the passage.

From page 20

Musical experiences involving extrinsic time are (95) clearly different. The most radical examples are found in some modern music, where the continuity of the melodic flow is deliberately fractured so that even short intervals are strong enough to turn elements into self-contained, often point-sized systems. (100) Time is called upon as the only substratum in which the fragments can organize. Accordingly the listener experiences “waiting for the next tone.”

Q4

1 The author's description of music supports the idea that

- (A) music exists in intrinsic time
- (B) music is a superior art form to painting or film
- (C) modern music is not perceived in aesthetic terms
- (D) music does not involve time
- (E) music does involve the perception of time in some form

2 In line 3, the word “behavior” probably means

- (A) attitude
- (B) measurements
- (C) acceleration
- (D) demeanor
- (E) activity

On all the practice questions, the correct answers have been circled for easy reference.

Crossing Out. Advise students to cross out choices they've mentally eliminated, so they don't accidentally choose them. If students can't write in the test booklet, they should use scratch paper to list the answer choice letters and cross them out.

Test-taking tips appear in boxes throughout the text. The test-taking tips point out relevant techniques and general lessons that students may find helpful.

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Name: _____

Date: _____

SAT I

VERBAL PRACTICE ONE	1 (A) (B) (C) (D) (E)	10 (A) (B) (C) (D) (E)	19 (A) (B) (C) (D) (E)
	2 (A) (B) (C) (D) (E)	11 (A) (B) (C) (D) (E)	20 (A) (B) (C) (D) (E)
	3 (A) (B) (C) (D) (E)	12 (A) (B) (C) (D) (E)	21 (A) (B) (C) (D) (E)
	4 (A) (B) (C) (D) (E)	13 (A) (B) (C) (D) (E)	22 (A) (B) (C) (D) (E)
	5 (A) (B) (C) (D) (E)	14 (A) (B) (C) (D) (E)	23 (A) (B) (C) (D) (E)
	6 (A) (B) (C) (D) (E)	15 (A) (B) (C) (D) (E)	24 (A) (B) (C) (D) (E)
	7 (A) (B) (C) (D) (E)	16 (A) (B) (C) (D) (E)	25 (A) (B) (C) (D) (E)
	8 (A) (B) (C) (D) (E)	17 (A) (B) (C) (D) (E)	26 (A) (B) (C) (D) (E)
	9 (A) (B) (C) (D) (E)	18 (A) (B) (C) (D) (E)	27 (A) (B) (C) (D) (E)

VERBAL PRACTICE TWO	1 (A) (B) (C) (D) (E)	14 (A) (B) (C) (D) (E)	27 (A) (B) (C) (D) (E)
	2 (A) (B) (C) (D) (E)	15 (A) (B) (C) (D) (E)	28 (A) (B) (C) (D) (E)
	3 (A) (B) (C) (D) (E)	16 (A) (B) (C) (D) (E)	29 (A) (B) (C) (D) (E)
	4 (A) (B) (C) (D) (E)	17 (A) (B) (C) (D) (E)	30 (A) (B) (C) (D) (E)
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	6 (A) (B) (C) (D) (E)	19 (A) (B) (C) (D) (E)	32 (A) (B) (C) (D) (E)
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	8 (A) (B) (C) (D) (E)	21 (A) (B) (C) (D) (E)	34 (A) (B) (C) (D) (E)
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	12 (A) (B) (C) (D) (E)	25 (A) (B) (C) (D) (E)	
	13 (A) (B) (C) (D) (E)	26 (A) (B) (C) (D) (E)	

VERBAL PRACTICE THREE	1 (A) (B) (C) (D) (E)	5 (A) (B) (C) (D) (E)	9 (A) (B) (C) (D) (E)
	2 (A) (B) (C) (D) (E)	6 (A) (B) (C) (D) (E)	10 (A) (B) (C) (D) (E)
	3 (A) (B) (C) (D) (E)	7 (A) (B) (C) (D) (E)	11 (A) (B) (C) (D) (E)
	4 (A) (B) (C) (D) (E)	8 (A) (B) (C) (D) (E)	

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NAME: _____

DATE: _____

SAT II

WRITING PRACTICE ONE	1 (A) (B) (C) (D) (E)	14 (A) (B) (C) (D) (E)	27 (A) (B) (C) (D) (E)
	2 (A) (B) (C) (D) (E)	15 (A) (B) (C) (D) (E)	28 (A) (B) (C) (D) (E)
	3 (A) (B) (C) (D) (E)	16 (A) (B) (C) (D) (E)	29 (A) (B) (C) (D) (E)
	4 (A) (B) (C) (D) (E)	17 (A) (B) (C) (D) (E)	30 (A) (B) (C) (D) (E)
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	9 (A) (B) (C) (D) (E)	22 (A) (B) (C) (D) (E)	35 (A) (B) (C) (D) (E)
	10 (A) (B) (C) (D) (E)	23 (A) (B) (C) (D) (E)	36 (A) (B) (C) (D) (E)
	11 (A) (B) (C) (D) (E)	24 (A) (B) (C) (D) (E)	37 (A) (B) (C) (D) (E)
	12 (A) (B) (C) (D) (E)	25 (A) (B) (C) (D) (E)	38 (A) (B) (C) (D) (E)
	13 (A) (B) (C) (D) (E)	26 (A) (B) (C) (D) (E)	

WRITING PRACTICE TWO	1 (A) (B) (C) (D) (E)	9 (A) (B) (C) (D) (E)	17 (A) (B) (C) (D) (E)
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	6 (A) (B) (C) (D) (E)	14 (A) (B) (C) (D) (E)	22 (A) (B) (C) (D) (E)
	7 (A) (B) (C) (D) (E)	15 (A) (B) (C) (D) (E)	
	8 (A) (B) (C) (D) (E)	16 (A) (B) (C) (D) (E)	

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Name: _____ Date: _____

ACT

READING PRACTICE	1 (A) (B) (C) (D)	15 (A) (B) (C) (D)	29 (A) (B) (C) (D)
	2 (F) (G) (H) (J)	16 (F) (G) (H) (J)	30 (F) (G) (H) (J)
	3 (A) (B) (C) (D)	17 (A) (B) (C) (D)	31 (A) (B) (C) (D)
	4 (F) (G) (H) (J)	18 (F) (G) (H) (J)	32 (F) (G) (H) (J)
	5 (A) (B) (C) (D)	19 (A) (B) (C) (D)	33 (A) (B) (C) (D)
	6 (F) (G) (H) (J)	20 (F) (G) (H) (J)	34 (F) (G) (H) (J)
	7 (A) (B) (C) (D)	21 (A) (B) (C) (D)	35 (A) (B) (C) (D)
	8 (F) (G) (H) (J)	22 (F) (G) (H) (J)	36 (F) (G) (H) (J)
	9 (A) (B) (C) (D)	23 (A) (B) (C) (D)	37 (A) (B) (C) (D)
	10 (F) (G) (H) (J)	24 (F) (G) (H) (J)	38 (F) (G) (H) (J)
	11 (A) (B) (C) (D)	25 (A) (B) (C) (D)	39 (A) (B) (C) (D)
	12 (F) (G) (H) (J)	26 (F) (G) (H) (J)	40 (F) (G) (H) (J)
	13 (A) (B) (C) (D)	27 (A) (B) (C) (D)	
	14 (F) (G) (H) (J)	28 (F) (G) (H) (J)	

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NAME: _____

DATE: _____

ACT

ENGLISH PRACTICE

1 (A) (B) (C) (D)

2 (F) (G) (H) (J)

3 (A) (B) (C) (D)

4 (F) (G) (H) (J)

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25 (A) (B) (C) (D)

26 (F) (G) (H) (J)

27 (A) (B) (C) (D)

28 (F) (G) (H) (J)

29 (A) (B) (C) (D)

30 (F) (G) (H) (J)

31 (A) (B) (C) (D)

32 (F) (G) (H) (J)

33 (A) (B) (C) (D)

34 (F) (G) (H) (J)

35 (A) (B) (C) (D)

36 (F) (G) (H) (J)

37 (A) (B) (C) (D)

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39 (A) (B) (C) (D)

40 (F) (G) (H) (J)

41 (A) (B) (C) (D)

42 (F) (G) (H) (J)

43 (A) (B) (C) (D)

44 (F) (G) (H) (J)

45 (A) (B) (C) (D)

46 (F) (G) (H) (J)

47 (A) (B) (C) (D)

48 (F) (G) (H) (J)

49 (A) (B) (C) (D)

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52 (F) (G) (H) (J)

53 (A) (B) (C) (D)

54 (F) (G) (H) (J)

55 (A) (B) (C) (D)

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57 (A) (B) (C) (D)

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62 (F) (G) (H) (J)

63 (A) (B) (C) (D)

64 (F) (G) (H) (J)

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73 (A) (B) (C) (D)

74 (F) (G) (H) (J)

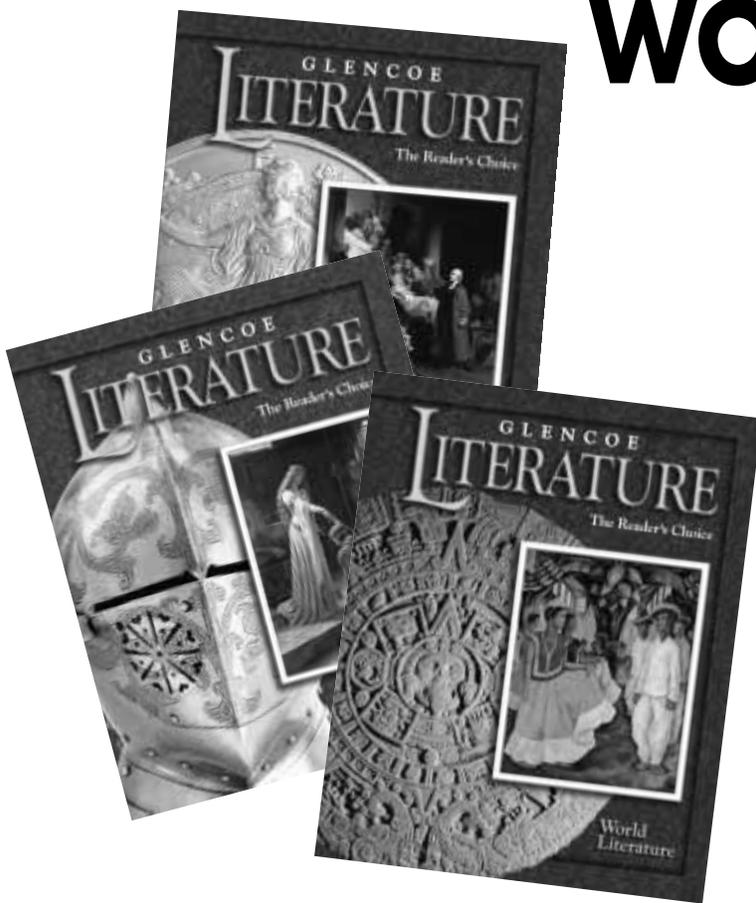
75 (A) (B) (C) (D)

76 (F) (G) (H) (J)

COLLEGE ENTRANCE EXAM PREPARATION AND PRACTICE



WORKBOOK



**Test-Taking
Strategies to
Help You
Succeed!**





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What You Need to Know About the SAT I Verbal Sections

SAT I Verbal Structure

The three verbal sections of the SAT I consist of 19 sentence completions, 19 analogies, and 40 critical reading questions. The questions are divided into three sections as follows:

30-minute section	10 Sentence Completions	13 Analogies	12–13 Critical Reading questions
30-minute section	9 Sentence Completions	6 Analogies	15–16 Critical Reading questions
15-minute section			12–13 Critical Reading questions

Sentence completions are fill-in-the-blank questions. They test your vocabulary and your ability to comprehend relatively complex sentence structures. Analogies test your ability to identify the relationship between related vocabulary words. Critical reading questions are based on passages that can be anywhere from 400 to 850 words long. The passages include narratives as well as informational and opinion passages covering the humanities, social science, and natural science.

All verbal questions have five answer choices. Each question has only one answer choice that is the “credited response,” or the answer for which you will receive credit. However, verbal questions may sometimes seem to have more than one right answer—they are not as cut-and-dry as math questions. So keep in mind that the credited response is always the “best” answer among those presented.

The SAT I also includes three math sections and one “experimental” section. The experimental section may be math or verbal, but it will always be 30 minutes. You will not know which section is experimental—it will look just like all the others. Do your best on every section, and if you finish a particularly tough or strange one, don’t be concerned. Just assume it was experimental, and move on.

Analogies

An analogy is a relationship between two words. On the SAT I, the words in capital letters (the “stem” words) have a relationship, and the words in the credited response must have the exact same relationship. For instance, if the “stem” words are MUG : COFFEE then the credited response may be something like pool : water. A MUG holds COFFEE as a pool holds water.

The best way to find the relationship between the two stem words is to make a sentence with the stem words, defining one of the words in terms of the other. For example, if the stem words are APPLE : FRUIT, a “defining” sentence would be “An APPLE is a type of FRUIT.” A defining sentence would NOT be “Apples are fruits that I like.” “An APPLE is a type of FRUIT” is a sentence that you could imagine seeing in the dictionary in the definition of APPLE. That is why it is called a defining sentence.

Once you make your sentence, move on to the answer choices and make that same sentence with the answer choices. For example, say in our APPLE : FRUIT example, answer choice (A) is cake : cookie. Using your sentence “An APPLE is a type of FRUIT”

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you would ask yourself, “Is a cake a type of cookie?” The answer is no, so answer choice (A) can be eliminated. You should cross the choice out with your pencil. You will have just increased your odds of finding the credited response to this question. Then you can use this sentence on all of the answer choices until you find the one that makes sense.

Sentence Completions

The most common way students waste time on sentence completions is by trying to put the answer choice words in the sentence blank(s). This approach also makes it much easier to fall for the traps in the answer choices of medium and difficult questions. The best way to approach sentence completions is to physically cover the answers, and focus completely on the sentence itself. Read the entire sentence, because there are always clues in the sentence to help you figure out what word could go in the blank. Fill in your own word for the blank, and then uncover the answers to find the best match to your word.

For example, let’s say the sentence is, “Jane is usually tired on Saturdays, but this Saturday she feels _____.” You have learned that Jane is usually tired on Saturdays. That is a big clue that will help solve this sentence. You also have the word *but*. That’s a clue that tells you something is different or opposite about this particular Saturday. So the word in the blank will be the opposite of tired, something like *energetic*. Without the answer choices to distract you, you can better find the word that solves the sentence. Then you can compare your word with the answer choices and find the best match.

Critical Reading

Critical reading questions are always based on the passages they follow, NOT on your own prior knowledge. That means the answers you need will be found somewhere in the passage. Always go back to the passage and review the relevant portions before choosing your answer. Critical reading questions are not in order of difficulty. Instead, they are in a rough chronological order. That means that if question 15 asks about information in the first paragraph of the passage, and question 17 asks about information in the third paragraph, the information needed to answer question 16 will most likely be found in the second paragraph.

One critical reading section on the SAT I contains a pair of related passages. They have a common theme or subject, often with opposing views. The questions are usually grouped, with questions about passage 1 first, questions about passage 2 second, and questions comparing both passages last. On these last questions, do not be fooled by answers that are true of one passage and not the other. As on all SAT I questions, make sure you understand what the question is asking, and use the process of elimination to cross out answers that cannot be correct.

Analogies and Sentence Completions: Order of Difficulty

Sets of sentence completions and analogies are always ordered according to their difficulty. In other words, in a set of analogies numbered 11 through 23, number 11 will be the easiest, number 16 will be of medium difficulty, and number 23 will probably be the most difficult. Knowing that ETS, the company that writes this test, has arranged these questions in order of difficulty can aid you greatly in your test-taking endeavor.

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If you know the question you are working on is meant to be easy (relative to the rest of the questions), then you know that its answer should be easy as well. You should not “overthink” a question that is supposed to be easy. Nor should you breeze through it too quickly, however, because an easy question is worth the same number of points as a difficult one. You should be careful on the easy questions to make sure you mark the correct responses, and that you do not waste a good opportunity to pick up easy points.

If you know the question you are working on is meant to be of medium difficulty, you can then be on the lookout for traps that may be waiting for you in the answer choices. A trap answer could be one that seems right at first glance. If a medium question is treated like an easy one, valuable points can be lost. Be extra careful here, and use the process of elimination to narrow your choices.

If you know the question you are working on is meant to be difficult, your first reaction might be to guess blindly in the face of unknown vocabulary or complicated sentence structure. However, your knowledge of the question’s difficulty level can help you to eliminate choices that could not possibly be the credited response. The answer is more likely to contain difficult vocabulary words. Use the process of elimination to help you narrow the choices, and then take a guess. How many choices must you eliminate in order to guess productively? Let’s see.

Guessing and Process of Elimination

The “guessing penalty” on the SAT I is in place so that random guessing will not help you earn points. You lose one-quarter of a point for every wrong answer marked. So if you have absolutely no idea what the credited response to a question could be, you should leave that question blank on your answer sheet. However, you can often eliminate choices that simply cannot be correct. If you can eliminate one answer choice, your odds of guessing correctly are 25 percent. If you can eliminate two answer choices, your odds increase to $33\frac{1}{3}$ percent. If you can eliminate three, you have a 50 percent chance of guessing the credited response. So take the SAT I aggressively, looking for reasons to eliminate wrong answer choices, rather than merely trying to focus on finding the best one. You should guess anytime you can eliminate at least *one* answer choice.

The fact that the SAT I Verbal sections are all multiple-choice allows you to use the process of elimination on all of the questions. This process, combined with the knowledge that analogies and sentence completions are arranged in order of difficulty, gives you powerful tools with which to zero in on the credited responses.

Building Vocabulary

Since many of the SAT I Verbal questions, especially the analogies, test your vocabulary, the importance of vocabulary building cannot be stressed enough. But building vocabulary takes time. The single most effective thing you can do to build your vocabulary is to read.

Outside of reading, there are other ways of improving your vocabulary for the SAT I. The test-writers do tend to reuse words from test to test. The more real SATs you expose yourself to, the more common SAT I words you will know. You will also become

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accustomed to the level of vocabulary that ETS likes to test. Here are some additional suggestions for building your vocabulary:

- Start keeping a dictionary, index cards, and pen nearby whenever you are reading. Every time you come across a word you don't know, first try to guess what it could mean based on the context of the sentence in which it is used. Then look it up in the dictionary, and jot down the meaning next to the word on an index card. Finally, make up a sentence using the word and write it down on the index card. Make the sentence memorable, using people you know or situations you have been in. Keep accumulating new words and testing yourself on old ones.
- Carry a few index cards with you wherever you go. Write down any words you read or hear that you cannot define. Look them up later.
- Some words have multiple definitions. ETS likes to test you on your knowledge of the secondary meanings of words. So, when you look up a word in the dictionary, take note of all of the meanings, and all of the applicable parts of speech.
- Use your new vocabulary words with your family and in your writing assignments for school. You are much more likely to remember the meaning of a word when you "make it your own."
- Play word games such as Scrabble, Boggle, and crossword puzzles.

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What You Need to Know About the SAT II Writing Subject Test

Structure

The SAT II Writing Subject Test is an hour-long test that is divided into two parts, Part A and Part B. Part A, the Essay, lasts for 20 minutes. Part B, the multiple choice section, lasts for 40 minutes. Part B contains the following approximate numbers of each of the three question types, arranged as follows:

<p>20 Error Identification questions 18 Sentence Improvement questions 12 Paragraph Improvement questions 10 Error Identification questions</p>

All questions require knowledge of standard written English, which is probably more formal than the language you use in casual conversation. You will not be tested on spelling or vocabulary.

Part A—The Essay

For the Essay portion of the SAT II Writing Subject Test, you will be assigned a topic on which to write. It is not acceptable to write on any topic other than the one that is assigned. The topic is often a quotation, such as “Sometimes failure is more beneficial than success.” You should consider that idea, decide whether you have more evidence to agree or disagree with it, and write a coherent, well-structured essay in which you give specific examples from current events, history, literature, or personal experience. You can make notes on the test booklet to help you organize your thoughts. You will be provided with an answer sheet on which to write your essay.

Your essay should be written with a traditional organization, beginning with an introduction that clearly states which side you are on (the side for which you can think of better examples). The last paragraph should conclude with a reiteration of your opinion, and, if possible, the importance of the topic. The middle paragraphs are the body of your essay, in which you must give examples that support your opinion, and tell how they do so.

If you use an example from literature, make sure you know the full title of the literary work and the author’s full name. A great way to prepare for this exam is to go through your old English and history notes, and make some notes on literary works and historical events that you have learned about, so that you will have some “examples” ready and waiting on the day of the test. You won’t know what the essay question will be, but it is always something general enough to allow for many different types of examples. So if you prepare just a few of each type, you’ll be ready.

Part B—The Multiple-Choice Questions

Like the SAT I, the multiple-choice section of the SAT II Writing Subject Test has a guessing penalty of one-fourth point per wrong answer. So if you have absolutely no idea what the credited response to a question could be, you should leave that question blank on your answer sheet. However, you can often eliminate choices that cannot be correct. If you can eliminate one answer choice, your odds of guessing correctly are 25 percent. If you can eliminate two answer choices, your odds increase to $33\frac{1}{3}$ percent. If

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you can eliminate three, you have a 50 percent chance of guessing the credited response. So, you should take the SAT II aggressively, looking for reasons to eliminate wrong answer choices, rather than merely trying to focus on finding the best one. You should guess anytime you can eliminate at least *one* answer choice.

Error Identification

The first multiple-choice questions you will see are the Error Identification questions. Each one contains a sentence followed by the underlined words “No error.” If you read the sentence and believe it to be error-free, fill in E (for “No error”) on your answer sheet. Four words or phrases within the sentence are also underlined, each corresponding to the letter A, B, C, or D. If you believe the word or phrase that corresponds with the letter A to be incorrect, fill in A on your answer sheet. These questions are not asking you to judge the writing style of the sentences. Your task is merely to look for errors. You can use the process of elimination to cross out the parts of the sentence that you know are correct, thereby zeroing in on the credited response. Do not be afraid to choose “No error,” since it will be the credited response for approximately 20 percent of the Error ID questions. However, if you find yourself choosing it much more often than that, you are probably incorrect about some of the items.

Once you finish the first set of 20 Error Identification questions, you may want to skip to the last 10 questions in Part B, which are also Error Identification questions, especially if you are good at them.

Sentence Improvement

A Sentence Improvement question also contains a sentence, with anything from a word to the entire sentence underlined. That sentence is followed by five answer choices, all of which are possible replacements for the underlined word, phrase, or sentence. Answer choice (A) will *always* be exactly the same as the original underlined word, phrase, or sentence. Choosing (A), therefore, is equivalent to choosing “No error”; if you are sure that there is an error in the sentence, you can automatically eliminate choice (A). Again your task is to improve the sentence grammatically. It is best to try to figure out what is wrong with the sentence *before* looking at the answers; once you figure out the error, you can eliminate any answer choices that repeat that error. Then you can eliminate any choices that contain new errors.

Although Sentence Improvement questions are testing grammar and usage rules, the test-writers have some stylistic preferences. All else being equal, the answer choice that is brief and to-the-point is more likely to be the “best.” Also, the test-writers dislike passive sentences, so the “best” answer choice is more likely to be active. (The answer is more likely to be “Mary walked the dog,” than “The dog was walked by Mary.”)

Paragraph Improvement

The Paragraph Improvement section consists of two passages, which are early drafts of essays that need to be revised, and the questions that ask you how to revise them. Some of the questions are about specific sentences or parts of the essay, and you will be asked to improve sentence structure and word choice. Other questions will ask you to consider the organization and development of the essay as a whole. Just stick to the rules of standard written English.

It may be a good idea to do this section of Part B last, since it sometimes takes longer to answer each question, and it is the shortest section. Do not be afraid to skip around during the test—just be sure to mark your answer sheet appropriately.

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Time—30 Minutes
27 Questions

For each question in this section, select the best answer from among the choices given.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

- 1** In order to ---- his sister, Martin defended her to their parents, even though he wasn't sure that he ---- with her opinion.
(A) scorn. .petty
(B) deny. .merciful
(C) understand. .acknowledged
(D) fathom. .satisfied
(E) help. . concurred
- 2** Mr. Cason never wears a tie to work; it is this insistence on ---- that makes him so popular with his employees.
(A) formality (B) poverty (C) informality
(D) opulence (E) decorum
- 3** The deceased musician's private tapes that were recently ---- by his daughters have been released ---- , providing a glimpse into the private moments of a master.
(A) criticized. .quietly
(B) unearthed. .unnecessarily
(C) found. .posthumously
(D) cited. .suddenly
(E) acclaimed. .reluctantly
- 4** Although it reaches far more people than radio or newspapers, television is still considered by some to be a ---- medium that does not enrich anyone's life.
(A) sarcastic (B) vacuous (C) mediocre
(D) questionable (E) limited
- 5** The candidate came across as ---- during the debates by trying too hard to convey a businesslike manner to voters.
(A) haphazard (B) austere (C) amiable
(D) composed (E) boorish
- 6** It has been argued that our willingness to ---- celebrities is indicative of a desire to find perfection ourselves.
(A) harbor (B) denigrate (C) venerate
(D) placate (E) repudiate
- 7** In literature and on stage, the ---- comes after the climax as a way for the author to conclude the story.
(A) denouement (B) venality (C) heresy
(D) monotony (E) epitaph
- 8** A ---- rival, Sue nearly always beat her opponents, but still she also managed to appear ---- while doing it.
(A) feeble. .stalwart
(B) hostile. .treacherous
(C) formidable. .sympathetic
(D) vulnerable. .charitable
(E) disagreeable. .insecure
- 9** Nikolas was capricious at best, and his ---- often kept him from appearing professional enough to hold down a steady job.
(A) incontinence (B) dexterity (C) chimeras
(D) vagaries (E) infatuations

Comprehension Clues: Remind students that little words like *but* and *and* say a lot. For instance, in question 8, the word *but* shows that the sentence is about to change direction, providing an example or idea contrary to the opening clause. The word *although* in question 4 performs the same function. The word *and* in question 9 shows us the sentence will continue in the same direction. Be aware of and point out “direction” words whenever you see them.

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Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

10 FIG : FRUIT ::

- (A) sugar : cake
- (B) fork : utensil
- (C) plant : shrub
- (D) anchor : ship
- (E) petal : flower

11 THEATER : PLAY ::

- (A) hospital : surgeon
- (B) gymnasium : track
- (C) auditorium : concert
- (D) book : cover
- (E) army : general

12 SCALPEL : CUT ::

- (A) restaurant : serve
- (B) rocket : launch
- (C) computer : repair
- (D) laundry : cycle
- (E) glue : fasten

13 YARD : LENGTH ::

- (A) calories : dinner
- (B) thermometer : temperature
- (C) sound : music
- (D) quart : volume
- (E) projector : picture

14 MERCILESS : COMPASSION ::

- (A) indifferent : interest
- (B) rational : order
- (C) morose : unhappiness
- (D) prodigal : excess
- (E) pathetic : sympathy

15 BERATE : SCOLD ::

- (A) suspect : investigate
- (B) interrogate : question
- (C) believe : doubt
- (D) evade : flee
- (E) sentence : punish

Words with Many Meanings. Some words have more than one meaning. For instance, look at question 13. The first definition of “YARD” is actually a small open area adjacent to a building. Using the wrong definition may lead students to create misleading sentences with their analogies. In this case, they may think something like “A YARD has a certain LENGTH.” Which is obviously not the relationship for which the test requires. Warn students to be on the lookout for words with multiple meanings on standardized tests. Students should keep their definitions flexible, and be careful if the context seems strange.

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Each passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in each passage and in any introductory material that may be provided.

Questions 16–27 are based on the following passages.

After Germany sank several American merchant vessels, President Woodrow Wilson made a speech on April 2, 1917, asking Congress for a declaration of war. Two days later Senator George William Norris, a progressive Republican who opposed the decision to enter into World War I, spoke out against it. Passage 1 is an excerpt from Wilson’s speech. Passage 2 is an excerpt from Norris’s speech.

Passage 1

We are accepting this challenge of hostile purpose because we know that in such a Government, following such methods, we can never have a friend; and that in the presence of its organized power, ^{Line} always lying in wait to accomplish we know not what purpose, there can be no assured security for the democratic Governments of the world. We are now about to accept gauge of battle with this natural foe to liberty and shall, if necessary, spend the whole ^{Q17(10)} force of the nation to check and nullify its pretensions and its power. We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the ⁽¹⁵⁾ German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We ⁽²⁰⁾ desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be ⁽²⁵⁾ satisfied when those rights have been made as secure as the faith and the freedom of nations can make them...

^{Q19} There are, it may be, many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead ⁽³⁰⁾ this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts — ⁽³⁵⁾ for democracy, for the right of those who submit to authority to have a voice in their own Governments,

for the rights and liberties of small nations, for a universal dominion of right by such a concert of free ^{Q20} peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task ⁽⁴⁰⁾ we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and ⁽⁴⁵⁾ happiness and the peace which she has treasured. God helping her, she can do no other.

Passage 2

War brings no prosperity to the great mass of common and patriotic citizens. It increases the cost of living of those who toil and those who already ⁽⁵⁰⁾ must strain every effort to keep soul and body together. War brings prosperity to the stock gambler on Wall Street—to those who are already in possession of more wealth than can be realized or enjoyed. ^{Q21} [A Wall Street broker] says if we cannot get war, “it ⁽⁵⁵⁾ is nevertheless good opinion that the preparedness program will compensate in good measure for the loss of the stimulus of actual war.” That is, if we cannot get war, let us go as far in that direction as possible. If we cannot get war, let us cry for additional ships, additional guns, additional munitions, and everything else that will have a tendency to bring us as near as possible to the verge of war. And if war comes do such men as these shoulder the musket and go into the trenches? ⁽⁶⁰⁾ Their object in having war and in preparing for war is to make money. Human suffering and the sacrifice of human life are necessary, but Wall Street considers only the dollars and the cents. The men who do the fighting, the people who make the sacrifices, are the ones who will not be counted in the measure of this great prosperity he depicts. The stockbrokers would not, of course, go to war, because the very object they have in bringing on the war is profit, and therefore they must remain in their ⁽⁶⁵⁾ Wall Street offices in order to share in that great prosperity which they say war will bring. The volunteer officer, even the drafting officer, will not find them. They will be concealed in their palatial offices ^{Q23} on Wall Street, sitting behind mahogany desks, cov-

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(80) ered up with clipped coupons — coupons soiled with the sweat of honest toil, coupons stained with mother's tears, coupons dyed in the lifeblood of their fellow men.

We are taking a step today that is fraught with (85) untold danger. We are going into war upon the command of gold. We are going to run the risk of sacrificing millions of our countrymen's lives in order that other countrymen may coin their lifeblood into

(90) go into the trenches, we are going to pile up a debt that the toiling masses that shall come many generations after us will have to pay. Unborn millions will bend their backs in toil in order to pay for the terrible step we are now about to take. We are about to

(95) do the bidding of wealth's terrible mandate. By our act we will make millions of our countrymen suffer, and the consequences of it may well be that millions of our brethren must shed the lifeblood, millions of brokenhearted women must weep, millions of children (100) must suffer with cold, and millions of babies must die from hunger, and all because we want to preserve the commercial right of American citizens to deliver munitions of war to belligerent nations.

16 Which of the following most effectively describes the two passages?

- (A) Passage 1 is filled with historical arguments, while Passage 2 is concerned mostly with religious reasons.
- (B) Passage 1 describes the threat posed to America's sanctity, while Passage 2 cites the dangers implicit in not going to war.
- (C) Passage 1 claims we must enter the war to preserve peace and democracy, while Passage 2 stresses we are only going to war so that Wall Street brokers will benefit.
- (D) Both Passage 1 and Passage 2 argue for America to demonstrate its strength in world politics.
- (E) Both Passage 1 and Passage 2 appeal to American patriotism and pride.

17 The word "check" (line 10) most nearly means

- (A) study
- (B) ticket
- (C) crack
- (D) hold back
- (E) endanger

18 The rhetorical style used by President Wilson in the first paragraph is best described as

- (A) scaring the listeners into obedience
- (B) calling the American people to action
- (C) providing excuses to allow Congress to declare war
- (D) ridiculing the enemy in an attempt to incite followers
- (E) attempting to make citizens feel guilty for not being involved already

19 The word "trial" (line 27) most nearly means

- (A) experiment
- (B) ordeal
- (C) legal entanglement
- (D) undertaking
- (E) exhaustion

20 The word "concert" (line 37) most nearly means

- (A) musical performance
- (B) army
- (C) faction
- (D) conflict
- (E) agreement

21 The author of Passage 2 argues that entering the war will

- (A) be better for stockbrokers than for the common man
- (B) vastly improve the economy for all
- (C) bring prosperity to gamblers
- (D) make the world safe for democracy
- (E) eventually beget lasting peace

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- 22** The author of Passage 2 specifically mentions that all of the following will suffer if America enters the war EXCEPT
- (A) the mothers of the soldiers
 - (B) the drafting officers
 - (C) our countrymen
 - (D) millions of children
 - (E) generations to come
- 23** By mentioning that Wall Street executives “will be concealed in their palatial offices” (line 78) Norris suggests that
- (A) Wall Street executives essentially will buy their way out of being drafted
 - (B) many will benefit from the war
 - (C) Wall Street executives will contribute tactical information
 - (D) the first to suffer will be those with the most to lose
 - (E) as time goes on, Wall Street executives will become even more powerful
- 24** Compared with the tone of Passage 1, the tone of Passage 2 is more
- (A) scholarly
 - (B) impassioned
 - (C) dignified
 - (D) nonchalant
 - (E) unbiased
- 25** Which of the following, if true, would substantiate the claims of the author of Passage 2?
- (A) The people out fighting for freedom will be the most likely to see material gain.
 - (B) Wartime needs have made money for the wealthy in the past.
 - (C) Without the help of American troops, democracy will not prevail.
 - (D) Some stockbrokers will inevitably have to go off to war.
 - (E) Previous wars have had no effect on the economy.
- 26** With regard to entering into World War I, both Passage 1 and Passage 2 discuss
- (A) the role of sacrifice
 - (B) Wall Street’s essential greed
 - (C) Germany’s unbridled aggression
 - (D) the munitions industry
 - (E) making the world safe for democracy
- 27** Which words best illustrate what the authors of Passage 1 and Passage 2, respectively, feel is the primary reason for the decision to enter into war?
- (A) Honor and greed
 - (B) Patriotism and belligerence
 - (C) Duty and suspicion
 - (D) Fear and hubris
 - (E) Danger and hope

Reading is Test Prep: Part of training for any verbal or reading test includes going to the library and sitting down with good books. Students should challenge themselves with reading material that is a bit more difficult than that which they are accustomed to reading. Whenever they see an unfamiliar word, they should look it up in the dictionary.

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

STOP

SAT I Verbal Practice 2

Time—30 Minutes
37 Questions

For each question in this section, select the best answer from among the choices given.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

- 1** Carlos enjoys cooking not for the delicious meals that result but for the ---- while he does it, as if it were a form of therapy.
(A) frustration (B) relaxation (C) consternation
(D) renunciation (E) elation
- 2** One reason that ---- evidence cannot be drawn from the research of life-after-death experiences is that people's recollections of the events tend to be clouded by a variety of external factors.
(A) unusual (B) inspiring (C) bogus
(D) essential (E) conclusive
- 3** The photographs were uncommonly ----; viewers were visibly upset upon seeing them.
(A) tainted (B) dismal (C) confusing
(D) pedestrian (E) unaffecting
- 4** You can learn much about an athlete's conditioning by noting if her energy starts to ---- on the field; when she begins to slow down can say much about how she trains.
(A) criticize (B) intensify (C) flag
(D) abolish (E) retain
- 5** Vatican City, contrary to popular belief, is not a part of Italy, but a ---- country with its own currency.
(A) religious (B) sizable (C) majestic
(D) central (E) distinct
- 6** Shana, while being ---- about her beliefs, was by no means ----, choosing not to go to extreme measures to support her cause.
(A) indifferent. .pusillanimous
(B) ardent. .zealous
(C) fervent. .inefficacious
(D) equivocal. .clandestine
(E) nebulous. .sycophantic
- 7** Nick is almost impossible to work with; he has ---- for his fellow employees, making them feel small and useless.
(A) contumely (B) apathy (C) remorse
(D) affection (E) esteem
- 8** Rarely willing to acknowledge talent in others, Jeffrey spoke of his fellow artists in a ---- manner, pointing out the short comings in their work for all to hear.
(A) sympathetic (B) supercilious
(C) rancorous (D) stupefied (E) deferential
- 9** Because the film was so focused on ---- action sequences, many viewers felt that though it was exciting, it lacked real ---- impact.
(A) ephemeral. .opportunistic
(B) iniquitous. .comprehensive
(C) profligate. .emotional
(D) prodigious. .carnal
(E) ingenuous. .gratifying
- 10** Though Emilia dreaded the convention, it was actually quite ----, presenting her with opportunities to network with potential clients.
(A) propitious (B) efficacious (C) ponderous
(D) ludicrous (E) trifling

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SAT I Verbal Practice 2

Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

11 WAREHOUSE : GOODS

- (A) dictionary : meaning
- (B) fence : land
- (C) security : lock
- (D) spreadsheet : data
- (E) jail : bars

12 DRAFT : ESSAY

- (A) story : plot
- (B) brush : painting
- (C) desk : office
- (D) sketch : drawing
- (E) chisel : sculpture

13 SUITCASE : CLOTHES

- (A) briefcase : documents
- (B) government : laws
- (C) movie : scenes
- (D) laboratory : discoveries
- (E) melody : violin

14 ENAMEL : TOOTH

- (A) mouse : rodent
- (B) nail : wood
- (C) petal : flower
- (D) shell : egg
- (E) tide : ocean

15 FRIGID : COLD

- (A) colorful : visible
- (B) parched : dry
- (C) tropical : lush
- (D) thoughtful : active
- (E) local : friendly

16 DETERGENT : CLEAN

- (A) antiseptic : disinfect
- (B) bleach : color
- (C) steel : forge
- (D) sculpture : carve
- (E) water : evaporate

17 TRANQUIL : SERENITY

- (A) unfortunate : defiance
- (B) diplomatic : tact
- (C) feeble : strength
- (D) friendly : diffidence
- (E) resilient : complexity

18 FOOTNOTE : PAGE

- (A) dedication : book
- (B) grimace : tragedy
- (C) subtitle : screen
- (D) idea : summary
- (E) guidepost : path

19 STAND : TREES

- (A) landscape : beaches
- (B) range : mountains
- (C) vine : grapes
- (D) ranch : horses
- (E) field : plants

20 PROLOGUE : PLAY

- (A) intermission : performance
- (B) deduction : clue
- (C) salutation : letter
- (D) coda : symphony
- (E) matinee : performance

21 ECSTATIC : JOY

- (A) argumentative : doubt
- (B) dour : happiness
- (C) wrathful : anger
- (D) supple : movement
- (E) sublime : awe

22 INTERLOCUTOR : CONVERSATION

- (A) monarch : election
- (B) advocate : judgment
- (C) atheist : deity
- (D) participant : event
- (E) bureaucrat : authority

23 HETERODOX : CONFORMITY

- (A) altruistic : generosity
- (B) pious : respect
- (C) somber : seriousness
- (D) crass : sophistication
- (E) arrogant : scorn

Improving Vocabulary.

Encourage students to create their own vocabulary flashcards and study them. They can then use their new words in daily conversation. Larger vocabularies will help them do well on all standardized exams.

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SAT I Verbal Practice 2

Each passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in each passage and in any introductory material that may be provided.

Questions 24–31 are based on the following passage

The following excerpt is from a book about the natural history of cats. This particular passage focuses on cats' natural ability to land on their feet when they fall.

We all know that the cat is usually unhurt when it falls from a height because it lands on its feet. The Persians have a saying that Ali passed his hand along its back one day to make this possible. *How* it is accomplished is another matter. The physiology and mechanics of this seemingly simple act are intricate and involved and not yet completely understood. It is a superb example of pure reflex; if the cat had to think about what to do next as it dropped through space it would never survive its first fall.

Cats need this safeguard, and they seem to rely on it far too much. Agile and quick-witted though they are, they fall from windows, trees and other heights with predictable regularity and for no apparent reason other than carelessness or excitement. While in precarious positions they overestimate their reaching capacity in their eagerness to grasp something, and they insist on rolling in happy abandon on the brink of small and great drops. They do any number of thoughtless things such as these which are entirely inconsistent with their cautious nature and which frequently result in a fall. Scratches on cat owners' thighs and furniture, the result of last minute attempts on the cat's part to save itself, are ample evidence of their folly. Yet, on landing from a fall a cat will often go back to its original location to continue from where it was interrupted unless, realizing that its mistake has been observed, it stalks off with as much dignity as it can summon. Woe to those who laugh at it under these circumstances.

According to Moncrief in his *Les Chats*, a description of the cat's righting reflex was published in the *Memoires de l'Académie des Sciences* in 1700.

Almost 200 years later, in 1894, the academy published another article on the subject, this time an analysis of photographs that show a cat performing the act. Numerous articles, both popular and scientific, have subsequently been published in English.

Through physiological experimentation it is now known that the labyrinth or inner ear plays the greater part in a cat's feet-first landing. It is already

functional in the 54 day old cat foetus, that is in a foetus 6 days before birth. The *body* righting reflex is present almost a week earlier, on the 49th day. This part of the reflex is initiated by the proprioceptive impulses of the muscles and the exteroceptive impulses of the skin.

(*Proprioceptive* means receiving stimulations within the tissues of the *body*. Besides being present in the labyrinth, proprioceptors are located throughout the body, principally in muscles and tendons. They are sensory nerve terminals which give an animal information concerning the movement and positions of its body. *Exteroceptors* are those nerve terminals which give information received from the external environment.)

The righting reflex is therefore triggered by such signals as: (1) the cat's feet losing contact with something solid, that is losing their normal tactile sensation, (2) the eyes registering an abnormal body position through external stimuli, (3) the muscles, etc., registering the same through internal stimuli, and (4) the ear registering an upset equilibrium.

Skin, eyes, ears, muscle proprioceptors — at least four senses act together to produce a reflex act far too rapid for the eye to register. Blindness or inner ear injury do not prevent a perfect landing unless both handicaps exist together. The cat will then land "any which way" as we do when we fall. Even figuratively speaking, very few humans manage to land feet first; the proverb "No matter what happens he always lands on his feet" indicates the relative rarity of such an occurrence.

Other vertebrates like squirrels, monkeys, frogs, dogs and rabbits do share in the righting reflex with cats but not to as great a degree. Cats are masters in the art.

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SAT I Verbal Practice 2

- 24** The author's main objective in this essay is to
- (A) explain just one tiny part of a complex physiological phenomenon
 - (B)** give a summary of what science understands so far about a particular physiological function
 - (C) put forth fairly both sides of a scientific debate
 - (D) illustrate the gaps in what science understands about the phenomenon discussed
 - (E) propose an alternative explanation for the development of the reflexes of a particular animal
- 25** In line 63, the word "upset" most closely means
- (A) invisible
 - (B) saddened
 - (C)** disturbed
 - (D) disappointed
 - (E) complicated
- 26** The author's comment on lines 29–30, "Woe to those who laugh at it under these circumstances," is intended to
- (A) emphasize the seriousness of empirical observation
 - (B)** inject some levity into a mostly scientific discussion
 - (C) draw a conclusion in regard to a previously posed question
 - (D) make a complaint about a common situation
 - (E) help explain the author's main thesis
- 27** The author mentions old studies of the cat mostly in order to
- (A) show the degree to which they have been disproved
 - (B) emphasize the importance of the righting reflex to the cat's survival
 - (C) contrast the French style of research with that of the English
 - (D)** demonstrate for how long scientists have been studying this reflex
 - (E) explain early theories regarding the reflex
- 28** The author suggests that physiological experiments with cats indicate that the "body righting reflex" mentioned on line 43 is
- (A)** probably an innate characteristic
 - (B) an easily acquired behavior
 - (C) influential in causing certain muscle impulses
 - (D) caused by the cat's ability to land feet-first
 - (E) not necessarily connected to the nervous system
- 29** In line 57, the word "triggered" refers to
- (A) a cat's leaping ability
 - (B) the loss of a cat's normal tactile sensations
 - (C)** the activation of the righting reflex
 - (D) the reception of certain external signals
 - (E) the development of a cat's reflexes
- 30** Which of the following, if true, would most weaken the author's position that in regard to landing on their feet, "cats are the masters of the art" (lines 76–77)?
- (A) In one study, a cat with an injured ear, temporarily blinded by smoke from a fire, failed to land on his feet when it fell only two feet.
 - (B) Many other animals share some of the physiological characteristics that contribute to the righting reflex.
 - (C) Some cats in a recent study could not land on their feet at all while on a medication that affects the nervous system.
 - (D) Humans sometimes "land on their feet" in the proverbial sense.
 - (E)** New evidence shows that many animals can and do land upright just as frequently as cats do.
- 31** The author most probably believes that our understanding of the reasons a cat is able to land on its feet
- (A)** has been growing for well over two hundred years
 - (B) is still extremely limited in its scope
 - (C) has been derived exclusively from medical research of a cat's anatomy
 - (D) has been greatly enhanced by our knowledge of human reflexes
 - (E) results primarily from society's acceptance of cats as house pets

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SAT I Verbal Practice 2

Questions 32–37 are based on the following passage.

The following passage, taken from an American novel published in 1957, describes events that take place after two half brothers, Randolph and Walter, are reunited after 14 years. At the time of the story, Walter is 17 years old.

Randolph greeted Walter with as much genuine affection as he could muster. Even as estranged as the two had been, Randolph believed that there must be some way to help Walter rediscover that ancestral bridge that irrevocably connects the part of us which yearns to be alone—to break free—with the part of us that longs to be a part of a greater whole. Without this bridge, Randolph believed, we are each a fractured person, part headstrong adventurer, part lost and frightened child; a set of disconnected needs that never truly meld to one. Our true identity is born and our soul shines contentedly for all to see only in this connectedness. Whatever adversity we may face in our lives, we can face it from a fully balanced stance, not struggling to balance on merely one foot or the other, if we understand ourselves as individuals as well as part and partner to a larger whole.

But it would be hard-going to reach Walter, and to let him know all this.

Their father had gone to the last war, when Walter was just a baby, as Randolph had, and, unfortunately, he was lost in the din of the battlefield, caught off-guard and unaware, when the enemy crept in on his troop from the air and from behind. When Walter was three, he lost his mother to grief and a weak heart that never mended right after being broken.

Randolph was at college at Yale, and Walter was sent to live with his great aunt (their only other relative) in California. Years passed, and while Randolph made some attempts to connect with Walter (toys at Christmas, birthday greetings, a phone call now and then when he could find the time) it seemed easier to think less and less about his brother.

Randolph was at first struggling to get through law school and, later, to secure a good position with a good firm, while Walter was growing up. His days and nights were filled with all manner of hurried thoughts and pending assignments. For another thing (although Randolph would never admit it to another soul, not even himself) he was afraid that the sight of Walter would remind him of their father—

whom Walter supposedly resembles so—and then of Randolph’s grief over his death.

Now, finally, when Walter was practically a man, he’d come to live with Randolph while he attended college. For the first time, Randolph regretted his selfishness. Much to Randolph’s chagrin, Walter had grown up to be polite but distant towards him. Walter talked at length about his friends in California and how he missed them. He talked about his studies, and his intense interest in archeology. But something was missing, and Randolph knew it. There was an underlying sadness in Walter’s demeanor. More to the point, there seemed to be blank patches in his persona. Randolph could sense something was there, but somehow he simply could not fill the pieces in.

As the days went by, Walter seemed intent upon behaving more like a polite houseguest than a younger brother. He made his bed with hospital corners every morning, and then again if he happened to doze off at midday. He kept his room spotless and impeccably tidy. He walked around the house as quietly as possible, as if on tip-toes almost, regardless of the time of day. He asked for permission to take a snack from the kitchen or to turn on the television.

Walter completely dashed the ideas that Randolph had developed about modern teenagers from observing the boisterous, happy, and blithe children of his law partners and neighbors.

But more to the point, Walter seemed intent on behaving as though he had no real feelings about his parents, or losing them at such a young age, although he always did speak kindly and respectfully of them.

“My attitude is to live in the present,” Walter told Randolph once, “I simply cannot afford to spend much energy on a lot of sadness about things that can’t be changed, or asking questions that can’t be answered.”

“But Walter,” Randolph replied, “perhaps you can have an even better life in the present if you know something more of your past, if you have an idea of the people you come from. Perhaps I can answer some of your questions, if you’ll let me.”

“I appreciate all you’re trying to do for me,” answered Walter, “but all the same, I find it best to live in the present.”

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SAT I Verbal Practice 2

- 32** The “ancestral bridge” noted in line 4–5 should connect
- (A) caring and indifference
 - (B) love and hate
 - (C)** individuals and families
 - (D) hedonism and caution
 - (E) disorder and stasis
- 33** The author uses the words “headstrong adventurer” and “lost, frightened child” in lines 9–10 to
- (A) distinguish between people whose personalities are whole, and people whose personalities are not
 - (B)** describe the two extreme possible responses of those who face this type of situation
 - (C) suggest it is impossible to reconcile these two sets of feelings
 - (D) remind us of the difference between childhood and adulthood
 - (E) show the emotional changes that this individual goes through, in time order
- 34** The aspect of Walter that Randolph seems to believe will make it hardest to reach him is Walter’s
- (A) fondness and preference for his friends in California over Randolph
 - (B) overly intense interest in his studies
 - (C) habit of behaving more like a polite houseguest than a teenaged brother
 - (D)** seemingly incomplete personality
 - (E) need to walk around as quietly as possible
- 35** In line 50, the word “chagrin” most closely means
- (A) shock
 - (B)** disappointment
 - (C) unease
 - (D) anger
 - (E) confusion
- 36** The statement that Walter has “blank patches in his persona” (lines 57–58) is used to
- (A) show that Walter’s education in California was lacking, or not complete
 - (B) indicate that he doesn’t really like his brother
 - (C) remind us of how we often take our families for granted
 - (D)** suggest that siblings who are separated early in life may have trouble understanding each other
 - (E) demonstrate how little Randolph and Walter have to talk about
- 37** The inclusion of Walter’s comments to Randolph in lines 89–91 emphasizes his
- (A) condescending tone in his refusal of Randolph’s help
 - (B) true sadness about losing both his parents at so young an age
 - (C) appreciation of Randolph’s efforts to reach him
 - (D)** resolve to avoid exploring potentially painful subjects
 - (E) ignorance of the good intentions Randolph has for him

Using Context. Suggest to students that if they don’t know the definition of a word, they can usually work through the question by thinking about how they’ve heard or seen the word used before. If they find the word *abominable* on the test, they can think of the phrase or situation in which they’ve heard it, as in *abominable snowman*. Or on Question 35, to define the word *chagrin*, students can look at the words and phrases they see around it in the story. In this case, in the sentence before it says, “Randolph *regretted* his selfishness.” Therefore, the definition should mean something like regretted. The closest word among the answers is choice B, *disappointment*. Students should always think about how context limits what the word might mean.

SAT I Verbal Practice 3

Time—15 Minutes
11 Questions

For each question in this section, select the best answer from among the choices given.

Each passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in each passage and in any introductory material that may be provided.

Questions 1–11 are based on the following passage.

In the following excerpt from a book about the psychology of art and music, the author discusses the way we perceive events and music in space and time.

I get up from my chair, walk to the bookshelf, reach for a book, and return to my desk. Such a piece of behavior consists of intention and mobilized muscular action, of changes of place, etc. It is a sequence of events, but by no means all sequences are temporal. The sequence of the letters of the alphabet does not involve time, nor does the sequence of numbers (Aristotle, *Categories* 6.5a 15ff.). The features of the human face have to come in the right sequence: forehead, eyes, nose, mouth, chin. What counts in experience is the order of things, regardless of whether the sequence dwells in simultaneity or occurs in succession. The difference between simultaneity and succession matters, of course, and is noticed. But it is a difference perceived as one between properties or dimensions within the object itself. To characterize one object perceptually, no reference to time is pertinent. This becomes evident when one looks, in comparison, at situations that do involve time.

Begin with the simple case of a person walking toward a goal. We know by now that the perception of this event involves extrinsic space when the moving person and the goal are perceived as belonging to different systems so that the diminishing distance between them does not belong to either. As the person moves, person and goal approach spatial coincidence in extrinsic space. Our event also consumes clock time, let us say twenty seconds, but perceptually it will involve time only if we ask, “Will he reach his goal in time?” Let us assume a man is running to board a subway train before the doors close. In that case, the visible, spatial goal is invested with a sec-

ond connotation. Needed for the runner’s success is not only coincidence in space but also a particular relation in the time sequence: his arrival must precede the closing of the doors. Under such conditions, time is an active feature of the perceptual situation and is therefore needed to describe it.

Such a time event is not necessarily paralleled by a corresponding action in space. In films, suspense is often obtained by a discrepancy between a visual situation that remains static and the progression of time toward the deadline. This is true toward the count-down at the launching of a rocket or for the annoying kettle that will not boil. Time figures conspicuously in the tension between the visually immobile system expected to explode and the mental image of the anticipated explosion as the goal system. Such a tension-loaded discrepancy need not relate to a visual situation. The impassive ticking of a clock, with its static monotony, creates an irritating contrast to time “running out” in a suspenseful situation. Note, however, that whenever the event occurs in a unitary time system rather than as a relation between two independent systems, time drops out of the percept and space takes over. Two men approach each other to shake hands. Usually we see them do so in space, not in time. Intrinsic time is not perceived, probably because the time dimension possesses no sensory medium of its own.

This seems to be true also for music. Extrinsic time may be experienced when components of a piece are perceived as separate systems, for example, in the overlappings of a fugue. But this condition is not easily brought about. Music, as distinguished from painting, where we were able to separate the horseman from the bull without much trouble, acts strongly as a unified flow, one whose components are subdivisions of the whole rather than self-contained subwholes. The voices of a fugue are as tightly integrated in their musical flow as shingles on a roof. They resist emancipation. Music pours forth like a waterfall so that ritardandos and accelerandos are perceived as properties inherent in the music’s behavior. The standard speed from which slowing down or speeding up is heard to deviate, like the regular beat that syncopations distort, is commonly

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SAT I Verbal Practice 3

perceived not as an external standard, but as a structural norm inherent in the music itself, its heartbeat, as it were — similar to the vertical orientation from which the leaning tower deviates and which can be perceived as a virtual property of the tower itself.

Yet it seems inappropriate to say that these musical events occur in intrinsic time. They are experienced as sequential, of course, but the sequence is no more temporal than the dancer's leap. The music, like the dancer's action, cannot be said to arrive out of the future and move through the present into the past. It occurs in "musical space," a medium whose particular perceptual qualities have been discussed in writings on the psychology of music. Here again, intrinsic time does not seem to exist.

Musical experiences involving extrinsic time are clearly different. The most radical examples are found in some modern music, where the continuity of the melodic flow is deliberately fractured so that even short intervals are strong enough to turn elements into self-contained, often point-sized systems. Time is called upon as the only substratum in which the fragments can organize. Accordingly the listener experiences "waiting for the next tone."

1 The author's description of music supports the idea that

- (A) music exists in intrinsic time
- (B) music is a superior art form to painting or film
- (C) modern music is not perceived in aesthetic terms
- (D) music does not involve time
- (E) music does involve the perception of time in some form

2 In line 3, the word "behavior" probably means

- (A) attitude
- (B) measurements
- (C) acceleration
- (D) demeanor
- (E) activity

3 The fourth sentence of the second paragraph (lines 28–30) is meant to explain

- (A) the definition of art and beauty
- (B) when time will actually be perceived
- (C) the belief that time cannot really be measured
- (D) the difference between the person and the goal
- (E) why the person might be late for his goal

4 Which of the following best explains how music can help us to recognize extrinsic time?

- (A) By helping us to lose ourselves in the experience.
- (B) By forcing us to notice the fugue as a whole.
- (C) By lulling us almost to sleep.
- (D) By forcing us to notice time by deliberately disrupting melody.
- (E) By involving other media, like dancing and film.

5 The author brings up film (lines 41–44) as an example of how

- (A) time can never be accurately measured
- (B) watching a rocket launch can be more visual than spatial
- (C) the distortion of the passing of time can make a situation more suspenseful
- (D) the ticking of a clock can irritate the listener
- (E) to help define the term "deadline"

6 According to the author, watching two men approaching each other to shake hands (lines 57–58) differs from watching a kettle that won't boil (lines 44–46) in that

- (A) it is not accompanied by the ticking of a clock
- (B) we perceive it taking place in space, not time
- (C) time is perceived differently by each man
- (D) there is more suspense involved
- (E) it is a relation between two independent systems

Crossing Out. Advise students to cross out choices they've mentally eliminated, so they don't accidentally choose them. If students can't write in the test booklet, they should use scratch paper to list the answer choice letters and cross them out.

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SAT I Verbal Practice 3

- 7** The author refers to music’s “unified flow” (line 69) in order to
- (A) differentiate it from other forms of art, like painting
 - (B) describe a condition of timelessness
 - (C) explain the overlappings of a fugue
 - (D) demonstrate extrinsic time
 - (E) compare music to bull-fighting
- 8** The author uses the phrase “shingles on a roof” (lines 72–73) to illustrate
- (A) how the separate voices of a fugue come together to form a whole
 - (B) how the audience reacts
 - (C) the speed in which music is perceived
 - (D) the disparity between music and painting
 - (E) the freedom of the voices in a fugue
- 9** It can be inferred from the passage that the leaning tower (lines 76–83) is analogous to
- (A) music
 - (B) painting
 - (C) film
 - (D) a boiling kettle
 - (E) a handshake
- 10** The passage implies that music is similar to a dancer’s leap (lines 85–90) in that
- (A) they are similar to film
 - (B) the audience reacts similarly to both
 - (C) their sequences are not related to time
 - (D) they are identical
 - (E) they both rely on the quality of the performance
- 11** The author’s tone toward modern music can best be described as
- (A) disdainful
 - (B) objective
 - (C) enthusiastic
 - (D) indifferent
 - (E) argumentative

Focus. Some students may find themselves daydreaming during the test, and others will be very anxious. Advise students to relax, take a deep breath, and then refocus. Forcing themselves to “*get back to work!*” can be counterproductive, resulting in a larger distraction.

SAT II Writing Practice 1

Time—25 Minutes
38 Questions

For each question in this section, select the best answer from among the choices given.

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.

No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct. If there is no error, select answer choice E.

- Jenny realized that her dad was more likely to
A B
extend her curfew if she did the dishes as if
C D
she took out the garbage. No Error
E
- The caterer has a lot to accomplish before
A
tomorrow's wedding — preparing the appetizers,
B C
decorating the cake, and she has to bring in all
D
of the chairs. No Error
E
- Diego was new to the Internet, and had
A
hardly never sent an email, much less visited
B C D
a Web site. No Error
E
- The band seemed nervous at first, but soon it
A B C
became comfortable at the new venue, and really
pleased the crowd. No Error
D E
- Taking up to three hours to start working, the
A
medicine the doctor prescribed was still the
B
much stronger of the drugs that Arthur
C
had taken. No Error
D E
- When you first arrive in London, you are struck by
A B
the number of different English dialects there are
C
and then one remembers that the same is true in
D
the United States. No Error
E
- A number of the people that were attending the
A
chemistry lecture found the material covered so
complicated that they were confused
B C
within the first five minutes. No Error
D E

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SAT II Writing Practice 1

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of phrasing the underlined part. Choice A repeats the original; the other four are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others. Your choice should produce the most effective sentence — clear and precise, without awkwardness or ambiguity.

21. The dark, rich hot fudge sauce melting Maria's two scoops of pistachio ice cream.
- (A) The dark, rich hot fudge sauce melting
(B) The hot fudge sauce with its rich darkness having melted
(C) The dark, rich hot fudge sauce being melted
(D) It's the dark, rich hot fudge sauce melting
(E) The dark, rich hot fudge sauce melted
22. The newspaper wrote that the musical received a mixed response; while much of the audience seemed to enjoy the singing, most of the dislike was with the dancing, which the paper compared to a horse's gallop.
- (A) the dislike was with the dancing,
(B) the dislike of the dancing,
(C) they dislike the dance,
(D) them disliked the dancing,
(E) disliking the dancing,
23. People tend to be afraid of spiders, but ants, gnats, and mosquitos tend to cause a lesser total fear among the general populace.
- (A) cause a lesser total fear among the general populace
(B) lessen the fear among the general populace totally
(C) frighten fewer people
(D) generally lessen the fear among people
(E) generally frighten most of the populace
24. Possessing great hand-to-eye coordination, the coach told Kendra that she could be a talented basketball player someday.
- (A) Possessing great hand-to-eye coordination, the coach told Kendra
(B) The coach who told Kendra who possesses great hand-to-eye coordination
(C) Kendra's talent for hand-to-eye coordination caused her to be told by the coach
(D) Because Kendra possessed great hand-to-eye coordination, the coach told her
(E) Based on her possessing substantial hand-to-eye coordination, Kendra was told by the coach

Read the Directions. Advise students to read the directions for each section of the test carefully if they have not practiced on actual tests. If they have taken many practice tests, they should simply skim the directions to prepare for the task at hand.

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SAT II Writing Practice 1

25. Though Winford exercised every morning before work, climbing a mountain was difficult, and it was a level of necessary exertion not prepared for by him.
- (A) climbing a mountain was difficult, and it was a level of necessary exertion not prepared for by him
 - (B) to climb a mountain was a level of exertion, he was not necessarily prepared for
 - (C) climbing a mountain was a level of necessary exertion for him that he did not prepare for
 - (D) he was not prepared for exerting necessary preparation for climbing a mountain
 - (E) he was not prepared for the level of exertion necessary to climb a mountain
26. Carol, who's usually afraid of the dentist, was calm, even as he readied the drill.
- (A) Carol, who's usually afraid of the dentist, was
 - (B) Carol is usually afraid of the dentist, she was
 - (C) Carol who usually had been afraid of the dentist was
 - (D) Carol, because she is usually afraid of the dentist, was
 - (E) Carol is usually afraid of the dentist, and she was
27. Barello thought she was doing a satisfactory job, her boss disagreed and unceremoniously fired her.
- (A) her
 - (B) and her
 - (C) but her
 - (D) therefore her
 - (E) that her
28. The idea that people who are prone to ulcers always have passive personalities and little self-respect was popular up until recently.
- (A) The idea that people who are prone to ulcers always have passive personalities and little self-respect was popular up until recently.
 - (B) The idea that was popular about people who are prone to ulcers up until recently was that of them having passive personalities and little self-respect.
 - (C) Up until recently, they had a popular idea that people who were prone to ulcers had passive personalities and little self-respect.
 - (D) Popular as an idea up until recently was that people who are prone to ulcers were to have passive personalities and little self-respect.
 - (E) That people who are prone to ulcers have passive personalities, and little self-respect was popular until recently.

The “Best” Answer is Sometimes Just the “Least Wrong.” Advise students that sometimes none of the answer choices will seem right. In these cases, they should eliminate the worst choices. The one they have left is the “least wrong.”

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SAT II Writing Practice 1

29. Quan was disappointed to learn that the assistant editor's job actually involved answering phone calls and e-mail as well as to edit.
- (A) as well as to edit
(B) actually editing
(C) and to have to edit
(D) as well as editing
(E) combined with editing
30. For most successful race-car drivers, simply driving fast is a less successful approach than driving intelligently.
- (A) simply driving fast is a less successful approach
(B) simply having speed is a less successful approach
(C) there is simply less success in the approach of having speed
(D) the fast approach has much less simple success
(E) simply to be fast is a less successful approach
31. In an attempt to fill flights to capacity, airlines occasionally overbook, hence they risk leaving some passengers without a seat.
- (A) overbook, hence they risk leaving some passengers without a seat
(B) overbook and engage in the practice, and risk passenger seating
(C) overbook, and hence they risk leaving some passengers without a seat
(D) overbook; and risk leaving some passengers without a seat
(E) are overbooking passenger seating and it is risky, when the practice is engaged in
32. People are surprised by Faison's bluntness they sometimes mistake it for mean-spiritedness.
- (A) by Faison's bluntness they sometimes mistake it for mean-spiritedness
(B) by Faison's bluntness; they sometimes mistake it for mean-spiritedness
(C) by sometimes mistaking Faison's bluntness, for mean-spiritedness
(D) and that Faison's bluntness, sometimes being mistaken for mean-spiritedness
(E) by Faison's bluntness, mistaking it sometimes as mean-spiritedness
33. Last year Newton celebrated its 150th anniversary, commemorating the town's first mayor during the ceremonies.
- (A) commemorating the town's first mayor during the ceremonies
(B) with the commemorating of the town's first mayor while they conducted the ceremonies
(C) while they conducted the final ceremonial commemorations for the first mayor
(D) to commemorate the first mayor during the final ceremonies
(E) to conduct the final ceremonies while the first mayor commemorated them
34. The Internet is a popular source of information for researchers; that information, however, is not always completely accurate.
- (A) researchers; that information, however,
(B) researchers, for the information, however
(C) researchers; however, being that the information
(D) researchers, which has information that
(E) researchers, but information that

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SAT II Writing Practice 1

35. Usually a cranky old hound, Overton did seem to like children more than anyone expected; coming over to lick their faces during the birthday party.
- (A) expected; coming over to lick
(B) expected; he even came over to lick
(C) expected: he came to lick
(D) expected: among the things he did was licking
(E) expected and so he had licked
36. The mobile phone allowed Stan to call a tow truck when his car broke down, and he could check in with his family to tell them he would be late.
- (A) and he could check in
(B) as well as checking in
(C) so he could check in
(D) and the checking in
(E) and to check in
37. Because he possessed both efficiency and attention to detail, the noticing of Stern by his boss happened right away, and he was swiftly promoted before anyone else in his department.
- (A) the noticing of Stern by his boss happened right away,
(B) Stern was noticed by his boss right away,
(C) noticed by his boss right away, Stern
(D) his boss noticed Stern right away,
(E) Stern's being noticed by his boss right away
38. In the dedication of his book, Carter finally told his mother that he loved her, a feeling that was mutual.
- (A) a feeling that was mutual
(B) that was a mutuality in feeling
(C) this being something mutual in feeling
(D) a feeling that is being mutual
(E) which is a feeling very mutual

Test Breaks. Let students know that if they have a chance to take a break or get up from their desks during a test, they should take it. Getting up and moving around will help clear their minds.

SAT II Writing Practice 2

Time—15 Minutes
22 Questions

For each question in this section, select the best answer from among the choices given.

Directions: The following passages are early drafts of student essays. Some parts of the passages need to be rewritten.

Read the passages and answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to make decisions about sentence structure, word choice, and usage. Other questions refer to the entire essay or parts of the essay and ask you to consider organization, development, and appropriateness of language. Choose the answer that most effectively expresses the meaning and follows the requirements of standard written English.

Questions 1–6 are based on the following passage.

(1) *When you're a teenager, all you hear is how lazy you are.* (2) *Turn on the TV and you'll see all these adults complaining about the "kids today."* (3) *How we don't have it as hard as they did.*

(4) *You know, this sort of thing really burns me up.* (5) *I am taking all accelerated classes in school, including physics.* (6) *I'm on the soccer team and the school newspaper.* (7) *I do all of my homework.* (8) *I also hold down two jobs.* (9) *After school, I work as a cashier three afternoons a week at the bookstore, and on weekends I waitress at the country club.* (10) *Sometimes I baby-sit my little brother, too.*

(11) *I'm saving up for college.* (12) *My mother thinks I should pay for part of it, because she paid for her education.* (13) *So, here I am, with hardly any time for a social life, working and studying almost all the time, and just when I get a second to turn on the television and relax for a while, I hear these two old guys lamenting my generation, saying we don't have any goals.* (14) *Well, I have goals.* (15) *I'm going to be a lawyer some day.* (16) *Even if they knew how hard some people my age work everyday, I bet they didn't mention it.*

(17) *I'm not trying to feel sorry for myself, or anything, and I don't mean to sound bitter.* (18) *I'm just saying that there are a lot of teenagers out there like me, who work really hard every day, and who deserve a little recognition.*

1. Which of the following is the best way to revise the underlined portions of sentences 2 and 3 (reproduced below) to make them into one sentence?

Turn on the TV and you'll see all these adults complaining about the "kids today." How we don't have it as hard as they did.

- (A) about the "kids today," but we don't
(B) about how "kids today" don't
(C) about "kids today," seeing as how we don't
(D) about the "kids today," but now how we don't
(E) about us "kids today," while we don't
2. In the context of the second paragraph, which of these revisions of sentence 4 is most needed?
- (A) Insert "I just have to say" at the beginning.
(B) Omit the words "sort of".
(C) Omit the words "You know".
(D) Replace the comma with a semicolon.
(E) Replace "burns" with "burned".

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SAT II Writing Practice 2

3. Which of the following is the best way to combine sentences 6 and 7 (reproduced below)?

*I'm on the soccer team and the school newspaper.
I do all of my homework.*

- (A) While I'm on the soccer team and the school newspaper, I have to do all of my homework.
- (B) Even though I'm on the soccer team and the school newspaper, I still always manage to do all of my homework.
- (C) I'm on the soccer team and the school newspaper, but I have to do all of my homework.
- (D) I'm on the soccer team and the school newspaper; I have to do all of my homework.
- (E) Despite being on the soccer team, I have to do all of my homework, along with working on the school newspaper.
4. Which of the following is the best revision of sentence 11 (reproduced below)?

I'm saving up for college.

- (A) (As it is now)
- (B) Because I'm saving for college.
- (C) The reason being that I'm saving up for college.
- (D) The reason I'm working so much is that I'm saving up for college.
- (E) The money is being saved by me for college.

5. Which of the following is the best revision of the underlined portion of sentence 16 (reproduced below)?

Even if they knew how hard some people my age work everyday, I bet they didn't mention it.

- (A) everyday, I bet they didn't mention it
- (B) everyday; I bet they didn't mention that
- (C) everyday, why wouldn't they mention it
- (D) everyday, I bet they wouldn't mention it
- (E) everyday, they're not mentioning it
6. All of the following strategies are used by the essay's author EXCEPT
- (A) using casual speech to evoke familiarity
- (B) listing examples
- (C) creating suspense by not revealing her opinion till the end
- (D) attacking her opponents
- (E) using her experience to persuade others

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SAT II Writing Practice 2

Questions 7–12 are based on the following passage.

(1) If you go to the doctor because you have a head cold you can't shake, she may prescribe an antibiotic for you. (2) Curing head colds that sometimes infect us, it is significant to note that antibiotics may not be the most effective medicine since head colds are caused by viruses, not bacteria.

(3) This is an example of what some people call the "Western" approach to medicine. (4) "Western" physicians, are trained to prescribe medicine in response to an illness. (5) In some other parts of the world, doctors are more likely to think about preventive medicine. (6) They look at the body as a whole, not so much as a bunch of parts that sometimes become defective. (7) They might prescribe the active ingredient in natural garlic; cheap and available at any health food store, it has been shown in studies to be helpful in preventing heart disease with no side effects. (8) In this part of the world, someone with heart disease would most often be treated by less organic, more expensive means.

(9) Many people take supplements seriously, and some researchers are beginning to take them seriously too. (10) Furthermore, some doctors have begun to study them in Western medical schools. (11) What if alternative medicine were to become a standard part of the medical school curriculum? (12) The truth is, herbs, vitamins, and minerals have been found to be effective in treating many things. (13) They are usually safe when taken correctly, and patients often don't need health insurance to be able to afford them.

(14) To the doctors of America, we should learn more about "alternative" medicine and supplements. (15) If taken sensibly, they can help millions of people.

7. Which of the following is the best way to revise the underlined portion of sentence 2 (reproduced below)?

Curing head colds that sometimes infect us, it is significant to note that antibiotics may not be the most effective medicine since head colds are caused by viruses, not bacteria.

- (A) Curing head colds that sometimes infect us, the significant things may be to
(B) Infected by head colds, doctors should
(C) Infecting us all with head colds, doctors may
(D) Since we all catch head colds on occasion, it is significant to
(E) We are sometimes infected by head colds, it is significant that
8. In order to connect sentence 4 to the rest of the paragraph, which is the best word or phrase to insert after "physicians," in sentence 4 (reproduced below)?

"Western" physicians, are trained to prescribe medicine in response to an illness.

- (A) as well,
(B) in most cases,
(C) even heart surgeons,
(D) however,
(E) nevertheless,

SAT II Writing Practice 2

9. Which of the following would be the best replacement for “*Furthermore*,” at the beginning of sentence 10 (reproduced below)?
- Furthermore, some doctors have begun to study them in Western medical schools.*
- (A) Although
(B) Still,
(C) Recently,
(D) Besides,
(E) Plus,
10. The purpose of sentence 11 is to
- (A) give a hypothetical solution to a problem
(B) make readers doubt the effectiveness of natural supplements
(C) give the author an authoritative voice
(D) debunk a myth about natural supplements
(E) reveal the author’s ignorance on the topic
11. The phrase “*treating many things*” in sentence 12 can be made clearer if rewritten as
- (A) treating several things
(B) using many herbs
(C) supplementing many conditions
(D) treating many health conditions
(E) treating many conditions herbally
12. Which of the following versions of the underlined portion of sentence 14 (reproduced below) is best?
- To the doctors of America, we should learn more about “alternative” medicine and supplements.*
- (A) (As it is now)
(B) You American doctors ought to learn
(C) However, the doctors of America, should learn
(D) American doctors should learn
(E) Doctors in America, we ought to learn

Don’t Think Too Much. Many standardized test questions look more complicated than they really are. Advise students that if they find themselves having to do a great deal of work to answer a question, they should take a second look and consider whether there might be a simpler way to find the answer.

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SAT II Writing Practice 2

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.

No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct. If there is no error, select answer choice E.

13. Professor O'Donnell surmised that his students
will form study groups, so he started assigning the
A B
outside reading chapters in the supplementary text
C
accordingly. No Error
D E
14. Included in the critical review is many references
A B
to the filmmaker's immature technique of shooting
C
close-ups for all emotional scenes. No Error
D E
15. Though Greenland is the largest island in the world
A
and has home rule, Denmark makes decisions
about their external affairs and gives it two seats in
B C D
the Danish national assembly. No Error
E
16. The first thing to do when opening any new business
A
that requires filing with the planning and zoning
B C
commission is to procure the proper forms from
D
them. No Error
E
17. On a baseball team the manager usually decides
A
before the game which one of his second-string
B
players are best suited to face a certain pitcher.
C D
No Error
E
18. Morgan's recipe for oatmeal cookies
sweetened with fruit juice was so popular with her
A B
kids that they hardly had no complaints about
C
the lack of sugar. No Error
D E
19. In order to round out a menu that already has too
A
many meat dishes, neither pork nor chicken is to
B C
be served at tonight's special dinner. No Error
D E
20. The comedy routine performed by Higgins
A
was much more sarcastic and much less successful
B C
than Gruber. No Error
D E

College Entrance Exam Preparation and Practice

What Do I Need to Know About the ACT Reading Test?

Structure of the Test

The ACT Reading Test has been developed to test your level of reading comprehension. The test presents you with four reading passages, one each of four specific types. These types are the following:

Prose Fiction	short stories or excerpts from short stories or novels
Social Science	history, political science, psychology, or anything else you might learn about in a social studies class at school
Humanities	art, dance, theater, music, television, film, literary criticism, etc.
Natural Science	biology, astronomy, chemistry, and anything else you might study in a science class at school

Each of the four passages is followed by 10 multiple choice questions. You are given 35 minutes to complete the ACT Reading Test. Unlike other standardized tests, the ACT has no penalty for wrong answers.

Pacing

The ACT is designed to make you feel pressured to finish it. However, learning more about the structure of the test can help you avoid that pressure. For instance, from the beginning of the Reading Test to the end, there is no trend in the difficulty of questions; there are difficult ones and easy ones throughout. So don't spend time trying to pick out the easiest questions, and don't get stuck on hard questions. Move on quickly if you feel that one particular question is taking too much of your time.

Although you want to get as many points as possible, you need to be realistic about how much you can actually read and understand in the limited time available. It is better to focus on only three of the essays and answer their questions correctly, than to spread your attention over four essays and answer fewer questions correctly for each one.

When taking the ACT Reading Test you should try to be calm but alert. Use your common sense, and do not be distracted by ideas that you know are not true, no matter how nicely they are written. Remember that the best answer choices can always be supported by something in the passage.

Take control of your time during the test; don't allow pressure to control your work. With practice, you will be well prepared to work to your fullest potential on the ACT Reading Test.

Guessing and Using the Process of Elimination

Since your time is limited and you will lose nothing if you answer questions incorrectly, it is good to get into the habit of guessing on those answers you are not sure about or do not have time to really study. You should do this even if you are not used to guessing on tests. In fact, you should fill in an answer for *every* question on the test. You have nothing to lose, only points to gain!

College Entrance Exam Preparation and Practice

Crossing out wrong answers through the process of elimination is especially useful on the ACT Reading Test. Even if the correct answer to a question is not obvious to you, you can work on eliminating as many wrong answers as possible, and then guess from among what's left. We will later discuss how to identify some wrong answers.

Students often ask, "Which type of reading passage is the easiest?" The answer to that question is, "Whichever is easiest for you." Everything you need to know to answer the questions is in the passages, but if you're too bored to read the passage, or if the subject is so unfamiliar that you have trouble following it, then you will have a difficult time. Look at all four passages and decide which topics will be easiest as quickly as you can, and start with those.

Reading the Passages

Because of the time constraints of the ACT Reading test, it is smart to approach it differently from how you have approached other tests in school. For instance, it is not always a good idea to read the passage from beginning to end, the way you may be used to doing. It takes too much time, and it's not really necessary. You don't get any points for reading the passage well. You only get points for answering questions correctly.

Before reading the questions, skim the passage to find the main idea. First, read the blurb (the short, introductory piece that always precedes the passage). Sometimes the blurb alone provides you with the main idea. At the very least, it tells you the topic of the passage and other useful information. Then quickly look over the passage, stopping to focus on the first sentence of each paragraph, as they frequently contain good summarizing information. As you skim, just try to get an idea of the subject matter, point of view, and tone of the piece.

When you are done skimming, begin working on the questions. There are two basic types of questions, detail questions and general questions. The majority of questions on the Reading Test are detail questions.

Answering Detail Questions

Detail questions ask you for specific information from the passage. The answer to every detail question is written somewhere in the passage. There are several things you can do to help narrow your search for the details you need. For one thing, questions frequently refer to the line number of a sentence. If you start a few lines above the line that is referenced and read a few lines past it, you will find the answer to your question. Sometimes no line number is given, but particular words in the question can help lead you to the area of the passage you need to read.

As we have stated before, it is often easier to eliminate bad answer choices than to search for "best" ones. The wrong answer choices on the test are frequently written to confuse or distract you in particular ways.

Eliminate answer choices that make extreme statements. For instance, "Everyone believes Picasso was the greatest painter that ever lived." As famous as Picasso was and is, no doubt there is someone in the world that likes some other painter better. Thus, that answer is not likely to be correct.

College Entrance Exam Preparation and Practice

Other wrong answers may use textbook-sounding language to state the exact opposite of the facts in the passage. Another kind of wrong answer may be a true statement that does not respond at all to what the question was asking in the first place. The writers of the test are trying to make the wrong answers seem more attractive because the way they are written “sounds” like one of your textbooks. Use your common sense and don’t be swayed by fancy language.

Answering General Questions

General questions ask you about the main theme of the passage, and other ideas (not facts) put forth in the passage, as well as the author’s general attitude or tone. The answers to general questions are not written out in one specific place in the passage. However, after reading the blurb, skimming the passage, and reading sections of the passage carefully in search of the answers to detail questions, you will have accumulated enough knowledge and understanding of the ideas of the passage to answer general questions.

You must now try to identify wrong answer choices to general questions. Again, there will be distractors in the wrong answer choices. The best way to spot wrong answer choices to general questions is to look for the choices that make statements that are too large or too small in scope. They may suggest a main theme that would be far too encompassing to be covered in an 800-word reading passage, or one that would cover only one of the paragraphs of the passage.

College Entrance Exam Preparation and Practice

What Do I Need to Know About the ACT English Test?

Structure of the Test

The ACT English Test is a 45-minute test consisting of five passages, each followed by roughly 15 questions. There is always a total of 75 questions. The passage topics can be about almost anything, from a famous person to a personal reflection, but all essays contain parts that need to be revised. The questions ask you how to rewrite in standard written English, which is probably more formal than the language you use in casual conversation.

The questions on the English Test fall into two types. Usage/Mechanics questions test punctuation, grammar and usage, and sentence structure. Rhetorical Skills questions test you on writing strategy, organization, and style. These two question types are mixed together after the passages. You will get a total score based on all 75 questions and a subscore for each of the two question types.

Pacing

Five passages in 45 minutes works out to nine minutes per passage. That should give you an idea of how to pace yourself. Since you are not penalized for incorrect answers on the ACT, you should use the last few minutes to fill in answers to all of the questions you did not have time to get to.

You can do the questions in any order you like. If you find that you are better at the Usage/Mechanics questions, or if you can answer them more quickly, then do those questions first and tackle the Rhetorical Skills questions later.

Whatever you do, make sure you fill in your answer sheet appropriately. Some students find it helpful to answer all of the questions pertaining to a passage in the test booklet first, and then transfer their answers to the answer sheet all at once. Others like to fill in the answer sheet one question at a time. Take at least one practice test so you know which method works better for you.

Guessing and Using the Process of Elimination

Since the ACT English Test questions are all multiple-choice, you can use the process of elimination on all of the questions. And because you are not penalized for guessing, you should fill in every space on your answer sheet. However, you want to get as many points as you can, so you will need to guess aggressively on the questions that you find tricky. It is often easier to find wrong answers and eliminate them than to find the best answer right away. If you can eliminate one answer choice, your odds of guessing correctly increase from 25 percent to $33\frac{1}{3}$ percent. If you can eliminate two answer choices, you have a 50-50 chance of guessing correctly, which are very good odds for a multiple-choice test.

College Entrance Exam Preparation and Practice

Passages

The five passages cover many different topics and use many different writing styles. Some will be formal essays written in the third person, which read like parts of textbooks. Others will be first-person narratives or anecdotes, which will be written more casually. You should use the passage's topic and writing style to help you answer the questions, especially the questions that ask you to maintain the consistency of style in the passage. For example, if the passage is about the causes of global warming, you do not want to add a casual expression as an interjection. But that same casual expression may be fine for a passage about how someone spent her summer vacation.

Usage/Mechanics Questions

The Usage/Mechanics questions always refer to a portion of the passage that is underlined (the number under the underlined portion refers to the number of the question that will ask about it). Make sure you read the actual question (when there is one) and not just the underlined portion of a passage. The question will guide you toward the best answer choice.

It helps to figure out what the error is before looking at the answer choices; otherwise, the choices can distract you. Your choices usually include NO CHANGE. If you do not think there is anything incorrect in the underlined portion the question refers to, pick the letter that corresponds with NO CHANGE. If you know what the error is, you can automatically eliminate the letter that corresponds with NO CHANGE (if it is an answer choice for that question), and any other choices that do not fix that error. You can also eliminate choices that add new errors, or make the sentence worse than it was originally. This process should greatly narrow down the choices.

If you are not sure what the error in the underlined portion is, but you know there is an error, you can substitute the answer choices for the underlined portion until you find the one that makes the most sense. You can also examine the answer choices, looking at the differences between them. These differences can teach you a lot about what type of error is being tested.

Take a look at the following example.

Steel skeleton construction, the introduction of the hydraulic elevator, and then the electric elevator <u>allowed buildings rose taller and taller</u>	
S1	S1. A. NO CHANGE
throughout the 19th and early 20th centuries.	B. allowing buildings to rise taller and taller
	C. allowed buildings to rise taller and taller
	D. to allow buildings rising taller and taller

College Entrance Exam Preparation and Practice

Obviously, there is something wrong with the sentence as it's written. Even if you're not sure what exactly the problem is, simply knowing something is wrong allows you to eliminate answer choice A. Next, try substituting answer choice B in place of the underlined section. The sentence would then read: "Steel skeleton construction, the introduction of the hydraulic elevator, and then the electric elevator allowing buildings to rise taller and taller throughout the 19th and early 20th centuries." This substitution does not create a complete sentence. There is no verb, and so answer choice B must be incorrect. Again, you don't need to know what is technically wrong with the sentence; it is enough to know that the change creates a sentence construction that does not make sense.

However, if we substitute answer choice C in place of the underlined section, the sentence will read: "Steel skeleton construction, the introduction of the hydraulic elevator, and then the electric elevator allowed buildings to rise taller and taller throughout the 19th and early 20th centuries." Since there is nothing awkward about this sentence construction and it does not imply anything obviously incorrect, this must be the correct answer.

Rhetorical Skills Questions

The Rhetorical Skills questions may refer to underlined portions of the passage, or they may ask about a section or paragraph of the passage, or the passage as a whole. You may be asked to reorder sentences or paragraphs in the passage, or to assess whether a sentence is accomplishing its task. These questions are often indicated by a number in a box located in the passage. The number refers to the question that will ask about adding or fixing something in that location.

Some students find it useful to skim through the passage and questions before working on the questions, which is especially helpful for the Rhetorical Skills questions that involve organization and writing strategy. For example, if you see a question about the order of paragraphs in the passage, or the order of sentences in a paragraph, you should do that question first. If you do, you can be sure that the passage will be ordered logically from then on, which will make it easier to answer some of the other questions.

Additional Strategies

For both Usage/Mechanics and Rhetorical Skills question types, it is a good idea to read a little before and a little after the sentence in the passage to which a question refers. That way you are sure to understand what the author is attempting to say, which will help you answer the question.

If you are still having trouble determining the answer to a question, do not spend too much time on it. There are 75 questions in this section, and if you spend too much time on one, you will be taking away time from the others. Just put a mark next to that question in your test booklet. If you still have time later, you can revisit it. During the last minute or two of the section, just fill in answers for the rest of the questions. You will not be penalized for guessing, and you most likely will increase your score.

READING TEST*35 Minutes—40 Questions*

DIRECTIONS: There are four passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question. You may refer to the passages as often as necessary.

Passage I

PROSE FICTION: This passage is from “Mrs. Manstey’s View,” a short story by Edith Wharton, from *The Early Fiction of Edith Wharton* (first published in *Scribner’s Magazine* July, 1891.)

Mrs. Manstey, in the long hours which she spent at her window, was not idle. She read a little, and knitted numberless stockings; but the view surrounded and shaped her life as the sea does a lonely island. When her rare callers came it was difficult for her to detach herself from the contemplation of the opposite window-washing, or the scrutiny of certain green points in a neighboring flower-bed which might, or might not, turn into hyacinths, while she feigned an interest in her visitor’s anecdotes about some unknown grandchild. Mrs. Manstey’s real friends were the denizens of the yards, the hyacinths, the magnolia, the green parrot, the maid who fed the cats, the doctor who studied late behind his mustard-colored curtains; and the confidant of her tender musings was the church-spire floating in the sunset.

One April day, as she sat in her usual place, with knitting cast aside and eyes fixed on the blue sky mottled with round clouds, a knock at the door announced the entrance of her landlady. Mrs. Manstey did not care for her landlady, but she submitted to her visits with ladylike resignation. Today, however, it seemed harder than usual to turn from the blue sky and the blossoming magnolia to Mrs. Sampson’s unsuggestive face, and Mrs. Manstey was conscious of a distinct effort as she did so.

“The magnolia is out earlier than usual this year, Mrs. Sampson,” she remarked, yielding to a rare impulse, for she seldom alluded to the absorbing interest of her life. In the first place it was a topic not likely to appeal to her visitors and, besides, she lacked the power of expression and could not have given utterance to her feelings had she wished to.

“The what, Mrs. Manstey?” inquired the landlady, glancing about the room as if to find there the explanation of Mrs. Manstey’s statement.

“The magnolia in the next yard—in Mrs. Black’s yard,” Mrs. Manstey repeated.

“Is it indeed? I didn’t know there was a magnolia there,” said Mrs. Sampson, carelessly. Mrs. Manstey looked at her; she did not know that there was a magnolia in the next yard!

“By the way,” Mrs. Sampson continued, “speaking of Mrs. Black reminds me that the work on the extension is to begin next week.”

“The what?” it was Mrs. Manstey’s turn to ask.

“The extension,” said Mrs. Sampson, nodding her head in the direction of the ignored magnolia. “You knew, of course, that Mrs. Black was going to build an extension to her house? Yes, ma’am. I hear it is to run right back to the end of the yard. How she can afford to build an extension in these hard times I don’t see; but she always was crazy about building. She used to keep a boarding-house in Seventeenth Street, and she nearly ruined herself then by sticking out bow-windows and what not; I should have thought that would have cured her of building, but I guess it’s a disease, like drink. Anyhow, the work is to begin on Monday.”

Mrs. Manstey had grown pale. She always spoke slowly, so the landlady did not heed the long pause which followed. At last Mrs. Manstey said: “Do you know how high the extension will be?”

“That’s the most absurd part of it. The extension is to be built right up to the roof of the main building; now, did you ever?”

Mrs. Manstey paused again. “Won’t it be a great annoyance to you, Mrs. Sampson?” she asked.

“I should say it would. But there’s no help for it; if people have got a mind to build extensions there’s no law to prevent ‘em, that I’m aware of.” Mrs. Manstey, knowing this, was silent. “There is no help for it,” Mrs. Sampson repeated, “but if I AM a church member, I wouldn’t be so sorry if it ruined Eliza Black. Well, good day, Mrs. Manstey; I’m glad to find you so comfortable.”

So comfortable—so comfortable! Left to herself the old woman turned once more to the window. How lovely the view was that day! The blue sky with its round clouds shed a brightness over everything; the ailanthus had put on a tinge of yellow-green, the hyacinths were budding, the

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magnolia flowers looked more than ever like rosettes carved in alabaster. Soon the wisteria would bloom, then the horse-chestnut; but not for her. Between her eyes and them a barrier of brick and mortar would swiftly rise; presently even the spire would disappear, and all her radiant world would be blotted out. Mrs. Manstey sent away untouched the dinner-tray brought to her that evening. She lingered in the window until the windy sunset died in bat-colored dusk; then, going to bed, she lay sleepless all night.

- Which flower has Mrs. Manstey noticed blooming earlier than usual?
 - the magnolia
 - the wisteria
 - the hyacinth
 - the rosette
- What surprises Mrs. Manstey during her conversation with Mrs. Sampson?
 - That Mrs. Black will be coming for a visit soon.
 - That Mrs. Sampson didn't realize there were flowers next door.
 - That the hyacinths have not been planted yet.
 - That she is beginning to feel ill.
- It can reasonably be inferred from the passage that Mrs. Manstey doesn't want Mrs. Black to build an extension because:
 - she dislikes Mrs. Sampson, who may profit from it.
 - it would violate zoning codes.
 - it would block her view.
 - she can't afford to build one herself.
- In terms of the way the passage presents her, the best way to describe Mrs. Manstey is:
 - slow witted and idle.
 - lonely and angry.
 - unkind and uncaring.
 - well-meaning and watchful.
- In the ninth paragraph, (lines 45–56) the author suggests that Mrs. Black:
 - is emotionally unstable.
 - considers her predilection for building an illness.
 - has more money than most people in town.
 - is trying her best to take into account the feelings of others.
- Which of the following best summarizes the relationship between Mrs. Manstey and Mrs. Sampson as evidenced during their conversation?
 - Mrs. Sampson and Mrs. Manstey have few opinions in common.
 - Mrs. Sampson is trying hard to forge a friendship with Mrs. Manstey, but Mrs. Manstey rejects her attempts.
 - Mrs. Manstey and Mrs. Sampson have a warm moment sharing common feelings about a third party.
 - Mrs. Sampson shows her resentment of Mrs. Manstey's life of leisure in her building.
- Which of the following is the most descriptive of Mrs. Sampson?
 - refined
 - judgmental
 - big hearted
 - intuitive
- Who does Mrs. Manstey believe is among her real friends?
 - Mrs. Black
 - the people on 17th Street
 - the maid who feeds the cats
 - her landlady
- Mrs. Manstey most likely thinks of the view from her window as:
 - a pleasant respite from her daily adventures.
 - a poor substitute for a more typical life of social interaction.
 - a pleasant addition to the flurry of activity in her home.
 - a comfortable world filled with likeable, engaging characters.
- It can be reasonably inferred that by the end of the passage, Mrs. Manstey is feeling:
 - hungry and frightened
 - tired and happy
 - melancholy and anxious
 - relieved and refreshed

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Passage II

SOCIAL SCIENCE: This passage is from “Freedom’s Children, Young Civil Rights Activists Tell Their Own Stories” by Ellen Levine. The following is the personal account of Arlam Carr about his experiences integrating schools in the American south of the early 1960’s. (©1993 by Ellen Levine)

I remember being very young and going by Lanier High School. I didn’t understand it was a high school. I just knew it was a school and that it looked pretty. I told my mother I wanted to go to that school. She didn’t say anything then. I guess it was hard for her to actually tell a child who’s four or five, “You can’t go to that school because you’re black.”

After the school integration in Little Rock, they started integrating in different places. In Montgomery, attorney Fred Gray was trying to get people to bring a lawsuit to integrate the whole school system. When I was in the eighth grade, my mother said we would do it. Another lady who had a son also agreed. There was a Methodist minister who had a lot of kids. He was going to be a part of it too. When word came out that the suit was going to be filed to integrate the schools, the Methodist church very abruptly moved that minister to Mississippi. I mean, snap, just like that.

After they moved the minister, the other lady became nervous and said she didn’t want to participate. That left us. My mom asked me if I still wanted to do it. I said, “Can I go to Lanier if I do it?”

She said, “Yes.”

So I said, “Let’s do it.”

The suit was filed on a Thursday. On that Friday, they had a big article in the paper with my name and address, who my parents were—the whole works. There had been bombings of churches and homes in Montgomery. A lot of friends called my mother and said they could come over and guard our house. My mother told them “No.”

That Friday night after the lawsuit was filed, we started getting phone calls. People would say ugly things, or hang up. My mother said, “I’m going to watch the news until 10:30, and then I’m going to take the phone off the hook. When I get up, I’ll put it back on, but I’m not going to get up all night long and answer the phone.”

The only thing we did was my parents moved into my bedroom because their bedroom was right on the corner. My mother said, “If something happens, it happens. I’m just going to put it in the hands of the Lord.”

That was 1964, the year after President Kennedy was killed, and the lawsuit was *Arlam Carr v. Montgomery County Board of Education*. I was the lead plaintiff. The suit was to desegregate the schools so we could go to whatever school we wanted. When the ruling came down, we won. I felt good.

Judge Frank M. Johnson ruled that for the first year, only the first, tenth, eleventh, and twelfth grades would be integrated, and the next year, all of the grades. I was going into the ninth grade in the fall of 1964, so I didn’t go that first year. I went in 1965 in the tenth grade.

The year I started at Lanier, the school system said they didn’t want us to come the first day. There were thirteen of us. They told us to come the second day after classes started. We went to the principal’s office, and they divided us into groups and walked us to our homerooms. We were all in separate classes. We waited until one person in the group went into a class. Then we’d go to the next class. I was the last.

You know how kids are the first days of school—talking a lot, making noise. I was standing outside the door of my class where the kids couldn’t see me. The principal called the teacher to the door and said, “He’s going to be in your homeroom.” When I stepped around the corner and the kids saw me, you could have heard a pin drop. The noise was cut just like that.

I’ll never forget how you could be walking down the hall, and they’d just part. The first time I was a little intimidated, but then I felt like a king—everybody’s parting the waters for the black kids. That’s fine with me. Got no problem with that.

After a while their attitude was, “Well they’re here, we gotta accept them. We got to go to school, so lets make the best of it.” At first the kids that I tended to get friendly with had parents at Maxwell Air Force base. They had lived in different parts of the country and had been around black kids.

Senior year I asked this white guy if he’d sign my yearbook. I had known him from the tenth grade on, and we had become pretty good friends. He wrote that at one time he had been a bigot and had hated black people. Now he realized that people are people, black or white. Meeting me and knowing me had changed him. He ended it by saying, “We shall overcome.”

11. The main theme of the last paragraph is that one of the things school desegregation has shown is that:

- A. bigotry is growing in America.
- B. with proximity comes the potential for empathy.
- C. in time all prejudices fade.
- D. friendship can overcome even the greatest divides.

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12. The author of the passage was named as a plaintiff in the lawsuit *Arlam Carr v. Montgomery Board of Education* (lines 41–43) because:
- F. he had been singled out for discrimination by the board.
 - G. his family feared violent threats against them.
 - H. no other family in the community was willing and able to go to court.
 - J. he was the most deserving academically to go to a new school.
13. The author of the passage implies he became friends with the kids who have “parents at Maxwell Air Force base” because:
- A. he was interested in joining the army.
 - B. they were more worldly and therefore less prejudiced.
 - C. it was his favorite place to study.
 - D. integration was also just beginning to take place there.
14. In line 44, the word “desegregate” most closely means:
- F. organize.
 - G. separate out.
 - H. filter in.
 - J. open up.
15. The main idea implied in lines 31 to 40 is that Arlam’s mother:
- A. had an unwavering faith that everything would work out.
 - B. detested those people who made harassing calls.
 - C. had always insisted on a quiet home after 10:30.
 - D. refused to make any changes whatsoever in the face of threats.
16. The author implies that in 1964, in his community, it was not uncommon for white people to regard black people with:
- F. antipathy.
 - G. prudence.
 - H. stoicism.
 - J. ardor.
17. According to the passage, the author would probably agree that despite the difficulties involved in desegregating Lanier:
- A. it had no real effect on people’s attitudes about racism.
 - B. it wasn’t worth putting a child’s life in danger.
 - C. highly public lawsuits always have their advantages.
 - D. integrated schooling was an important step toward ending racial prejudice.
18. The authors statement that “...I felt like a king—everybody’s parting the waters for the black kids. That’s fine with me. Got no problem with that.” Shows Arlam’s ability not to be:
- F. disruptive.
 - G. intimidated.
 - H. hypocritical.
 - J. irrelevant.
19. The author shows us that Arlam’s desire to go to Lanier High School:
- I. originated with his mother’s wishes.
 - II. was immediately materialized upon the verdict being delivered in his lawsuit.
 - III. finally became reality on the second day of his sophomore year.
- A. I only
 - B. I and III only
 - C. I, II, and III
 - D. III only
20. Arlam’s friend ends his yearbook inscription to Arlam with the phrase “We shall overcome” most likely to indicate that the friend:
- F. has been subjected to prejudice as well.
 - G. knows that Arlam can overcome any obstacles he faces.
 - H. wants Arlam to know he believes that people of all races can get along.
 - J. is deeply ashamed of his former bigotry.

Answer Choices Can Be Confusing. Suggest that students try to answer test questions in their own words before looking at the answer choices. They can actually cover the choices while coming up with their own. This technique works best with sentence completion and reading comprehension questions.

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Passage III

NATURAL SCIENCE: This passage is from “The Mystery of Comets” by Fred L. Whipple (©1985, by Fred L. Whipple).

Man’s universe virtually exploded near the beginning of the eighteenth century. That explosion is critical to our understanding of comets. Galileo’s idea that bodies can move freely in open space and not slow down without some force to stop them, combined with Kepler’s theory of their actual orbits about the Sun, made Copernicus’s idea plausible: the Earth might really be a spinning ball, and it might really be plowing through space in an orbit around the Sun. Newton’s universal law of gravity added a superb unifying factor, a simple formula that could combine all the observations of heavenly bodies into a “simple” picture of the Solar System, as we know it today. The telescope added the finishing touch; with the accuracy of measurement increasing from a tenth of the Moon’s diameter to one thousandth, the theory could be checked to great accuracy and the distances to the Moon and Sun could be measured well enough to define the size of the system. The Earth, fortunately, is big enough to be a baseline for measuring distances to objects in the Solar System, although its diameter, as seen from the Sun, is only 17.6 seconds of arc, which is equal to 1/100th of the Moon’s apparent diameter.

The distances turned out to be colossal, almost incredible. The Sun was 150,000,000 kilometers (93,000,000 miles) away! Jupiter was five times that distance from the Sun, and Saturn twice Jupiter’s distance. Now there was space to spare for the comets to move about the Sun, any way and anywhere they pleased, with no crystalline spheres to bar their way. Note that an accurate scale of distances is not critical to the predictions of planetary positions, because relative distances are adequate for most problems. The unit of distance is the mean solar distance for Earth (150,000,000 kilometers), which is known as the astronomical unit (AU). Only in the recent Space Age have this unit and other planetary measures been known to an accuracy of nearly one part in a million, typical of the accuracy of planetary direction measures.

Galileo’s discovery of Jupiter’s moons made possible another exciting measure, the actual mass (or weight) of Jupiter itself, which is more than 300 times the Earth’s mass and nearly a thousandth that of the Sun’s. These numbers must have chilled the marrow of the eighteenth century conservatives, many of whom still believed that the Earth was the center of the Universe. When the great French astronomer (and Halley’s friend) Cassini discovered the moons of Saturn during 1671-84, that planet was found to outweigh the Earth by nearly 100 times.

Now that the masses of these giant planets were known, it became possible to ascertain the effects of their attraction on the motions of each other, of the small terrestrial or earthy planets (Mercury, Venus, Earth, and

Mars) and of the comets. Halley’s intuition had been right. The orbits and periods of comets are changed by the planets. Practically speaking, however, the theory and calculations are awesome. It is reported that three French astronomers—J. J. de La Lande, A. C. Clairaut, and Madame N. R. Lepaute—computed incessantly day and night for several months to predict accurately the return of Halley’s comet in 1758. Indeed, because of this intensive effort, La Lande contracted an illness that affected him for the rest of his life. When Clairaut presented the results of these calculations, he noted that Jupiter and Saturn had seriously disturbed the motion of Halley’s comet. The comet would be more than 500 days late because of Jupiter’s attraction and another 100 days late because of Saturn’s. Thus Halley’s comet apparently would not come nearest to the Sun until the middle of April in 1759, instead of in 1758 (still with an uncertainty of about a month). The prediction itself came a bit late, as Clairaut did not complete his calculations until November 1758. The search for the comet had already become an international sport, at least in Europe and England.

The professionals, to their chagrin, were beaten out by an amateur astronomer named Johann Georg Palitzsch, a small farmer who lived near Dresden. With the 8-foot-long telescope that he had made himself, Palitzsch discovered the comet on Christmas Day in 1758, fulfilling Halley’s prediction. Clairaut had missed the date of perihelion by only 32 out of some 28,000 days; this prediction was a triumph for Newton’s theory, and proof that comets are true rovers of the Solar System. As a tribute to Halley, the comet officially carries his name.

21. The passage implies that which of the following were likely to have been of great interest to a European astronomer in early 1758?
- I. Calculations precisely predicting the date of the next appearance of Halley’s comet
 - II. Information indicating the exact weights of the Sun and Jupiter
 - III. Evidence that astronomy had slightly decreased in popularity in the past year
- A. I only
B. II and III only
C. I and II only
D. I, II, and III
22. According to this passage, Galileo believed that the movement of bodies:
- F. would eventually cease if left alone.
 - G. would continue at uniform speed if left unhindered.
 - H. would change orbits freely in open space.
 - J. was critical to our understanding of comets.

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23. According to the passage, the size of Earth:
- A. is 100 times that of the moons of Saturn.
 - B.** is large enough to be a reference point in astronomical measurements.
 - C. was a pivotal reason for the belief of many early scientists that it was the center of the universe.
 - D. turned out to be colossal.
24. According to the passage, an astronomical unit can most closely be defined as:
- F. a way to measure planetary movements.
 - G. a unit that is nearly one part in a million.
 - H.** the average distance from the Earth to the Sun.
 - J. a measurement to predict the comet's movement about the Sun.
25. One may well infer from the passage that "Galileo's discovery of Jupiter's moons" (line 38):
- A.** gave astronomers the key to determining the effect Jupiter had on the motion of Halley's comet.
 - B. permanently frightened off many 18th century scientists from the study of astronomy.
 - C. gave astronomers the only information needed to predict the next appearance of the comet.
 - D. was more vital to astronomy than the discovery of the moons of Saturn.
26. It can be inferred from the passage that which of the following astronomers was not a participant in the "international sport" of the search for Halley's comet in 1758:
- I. Halley
 - II. Palitzsch
 - III. Lepaute
 - IV. Clairaut
- F.** I only
 - G. I and II only
 - H. II, III, and IV only
 - J. I, II, III, and IV
27. The passage suggests that the intensely diligent calculations of astronomer A.C. Clairaut:
- A. contributed to the deterioration of his health.
 - B. eventually proved Halley's calculations to be off by 28,000 days.
 - C.** put to use information previously discovered about the effects of planets' attraction on each other.
 - D. was done in collaboration with two English astronomers.
28. One of the main ideas the last paragraph seems to suggest is that:
- F. the work of professional scientists has frequently been proven meaningless by bright amateurs.
 - G. due of all Clairaut's hard work, his predictions about the arrival time of the comet were the best.
 - H.** after years of scientific collaborations and hard work, Halley's prediction was finally proven true.
 - J. the size of Palitzsch's telescope gave him an advantage over other astronomers.
29. It can be inferred from the passage that if Clairaut had completed his calculations before November of 1758:
- A. he might easily have been the first one to spot the comet.
 - B. he would have discovered other comets in addition to the one Halley had predicted would appear.
 - C. he would have greatly added to the body of knowledge we now have about the comet.
 - D.** it would have had little effect on the outcome of the "sport" of searching for the comet.
30. The second to last paragraph, (lines 48–72) suggests that astronomers of that time believed that:
- F.** they had acquired enough information to attempt to predict the date of the next appearance of Halley's comet.
 - G. in terms of the work and calculations, they had clearly taken on an impossible task.
 - H. much of the information put forth by scientists of previous eras was incorrect and possibly dangerous.
 - J. the search for the comet was only taken up with real enthusiasm in the last couple of months of 1758.

ACT Reading Practice

Passage IV

HUMANITIES: This passage is adapted from Sherwood Anderson, *A Collection of Critical Essays*, edited by Walter B. Rideout (©1974 by Prentice-Hall, Inc.) What follows is a review by Ernest Hemingway of a book by Sherwood Anderson. The two men were both prominent writers of the day.

The reviewers have all compared this book with the “Education of Henry Adams” and it was not hard for them to do so, for Sherwood Anderson twice refers to the Adams book and there is plenty in the “Story Teller’s Story” about the cathedral at *Chartres*. Evidently the Education book made a deep impression on Sherwood for he quotes part of it. He also had a couple of other learned quotations in Latin and I can imagine him copying them on the typewriter verifying them carefully to get the spelling right. For Sherwood Anderson, unlike the English, does not quote you Latin in casual conversation.

As far as I know the Latin is correct although English reviewers may find flaws in it, and all of my friends own and speak of “The Education of Henry Adams” with such solemnity that I have been unable ever to read it. “A Story Teller’s Story” is a good book. It is such a good book that it doesn’t need to be coupled in the reviewing with Henry Adams or anybody else.

This is the Life and Times of Sherwood Anderson and a great part of it runs along in a mildly kidding way as though Sherwood were afraid people would think he took himself and his life too seriously. But there is no joking about the way he writes of horses and women and bartenders and Judge Turner and the elder Berners and the half allegorical figure of the poor devil of a magazine writer who comes in at the end of the book. And if Sherwood jokes about the baseball player beating him up at the warehouse where he worked, you get at the same time, a very definite sharp picture of the baseball player, drunk, sullen and amazed, knocking him down as soon and as often as he got up while the two teamsters watched and wondered why this fellow named Anderson had picked a fight when he couldn’t fight.

There are very beautiful places in the book, as good writing as Sherwood Anderson has done and that means considerably better than any other American writer has done. It is a great mystery and an even greater tribute to Sherwood that so many people writing today think he cannot write. They believe that he has very strange and sometimes beautiful ideas and visions and that he expresses them very clumsily and unsuccessfully. While in reality he often takes a very banal idea of things and presents it with such craftsmanship that the person reading it believes it beautiful and does not see the craftsmanship at all. When he calls himself “a poor scribbler” don’t believe him.

He is not a poor scribbler even though he calls himself that or worse, again and again. He is a very great writer and if he has, at times, in other books been unsuccessful, it has been for two reasons. His talent and his development of it has been toward the short story or tale and not toward that highly artificial form the novel. The second reason is that he has been what the French say of all honest politicians *mal entouré*.

In “A Story Teller’s Story,” which is highly successful as a piece of work because it is written in his own particular form, a series of short tales jointed up sometimes and sometimes quite disconnected, he pays homage to his New York friends who have helped him. They nearly all took something from him, and tried to give him various things in return that he needed as much as a boxer needs diamond studded teeth. And because he gave them all something he is, after the manner of all great men, very grateful to them. They called him a “phallic Chekov” and other meaningless things and watched for the sparkle of his diamond studded teeth and Sherwood got a little worried and uncertain and wrote a poor book called “Many Marriages.” Then all the people who hated him because he was an American who could write and did write and had been given a prize was starting to have some success jumped on him with loud cries that he never had written and never would be able to write and if you didn’t believe it read “Many Marriages.” Now Sherwood has written a fine book and they are all busy comparing him to Henry Adams.

Anyway you ought to read “A Story Teller’s Story.” It is a wonderful comeback after “Many Marriages.”

31. The main theme of the essay is that:

- A. Anderson’s book is the most beautiful and meaningful the reviewer has ever read, in spite of Anderson’s highly questionable writing skills
- B. this book does not deserve to be maligned, regardless of the complete lack of merit of all his previous work
- C. this book succeeds because of its unique form and the author’s ability to make the common things seem beautiful
- D. some writers can make banal ideas truly beautiful

32. According to the essay, what is one of two reasons that though Sherwood Anderson is a great writer, his other books have been unsuccessful?

- F. He spent too much time trying to make politicians more honest.
- G. His talents and aims are somewhat disconnected.
- H. In the past, he worked mostly as a short story writer.
- J. His writing shows more determination than common sense.

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33. Hemingway's attitude towards Sherwood Anderson is one of:
- A. confusion.
 - B. sympathy.
 - C. jealousy.
 - D. admiration.
34. As it is used in line 15 of the essay, the word "solemnity" most closely means:
- F. sadness.
 - G. seriousness.
 - H. curiosity.
 - J. disdain.
35. The essay suggests that "A Story Teller's Story" is primarily concerned with describing:
- A. the author's life, with all its ups and downs.
 - B. a man who learns to appreciate those who have helped him.
 - C. the allegorical life of a magazine writer.
 - D. a baseball player who's constantly getting into trouble.
36. The statement in the fourth paragraph that, "he often takes a very banal idea of things and presents it with such craftsmanship that the person reading it believes it beautiful" (lines 42–44) means that the author thinks that Anderson:
- F. cannot write well but is able to fool most people.
 - G. is in awe of an artistry he cannot master.
 - H. yearns strongly to be like other writers and to be able to think the way they do.
 - J. can communicate ordinary ideas in an appealing manner.
37. According to the essay, what makes "A Story Teller's Story" more successful than some of his previous work?
- A. It has received more popular acclaim.
 - B. It combines tragedy and comedy.
 - C. It is written in the unique style that best suits the book's author.
 - D. It is written in response to receiving a literary award.
38. According to the essay, why is "A Story Teller's Story" a better book than "Many Marriages"?
- I. Because of Anderson's use of Latin
 - II. Because he was unsure of his skill when writing "Many Marriages"
 - III. Because he finally took himself seriously in working on "A Story Teller's Story"
- F. I and II only
 - G. II only
 - H. I, II, and III
 - J. III only
39. According to the essay, Anderson has included at least one of each of which of the following character types in "A Story Teller's Story"?
- A. teamsters and writers
 - B. bartenders and boxers
 - C. baseball players and doctors
 - D. all of the above
40. According to the essay, with which of the following statements about Anderson would the author probably agree?
- I. Some of his talents are so subtle that many supposedly knowledgeable people can't appreciate them.
 - II. The help of his New York friends has been the inspiration of some of his finest work.
 - III. "A Story Teller's Story" is the only work of real value he has created to date.
- F. I only
 - G. I and II only
 - H. II and III only
 - J. I, II, and III

Skipping Around. The questions on the SAT I start easy and get progressively harder, but the ACT Assessment Test mixes easy, medium, and difficult questions. Tell students they can skip over "problem" questions and come back to them later, making sure they fill in the correct ovals on the answer sheet.

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO

ENGLISH TEST

45 Minutes—76 Questions

DIRECTIONS: In the passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for each underlined part. You are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original is best, choose “NO CHANGE.”

You will also find questions about a section of the passage, or about the passage as a whole. These

questions do not refer to an underlined portion of the passage, but rather are identified by a number in a box.

For each question, choose the alternative you consider best. Read each passage through once before you begin to answer the questions that accompany it. You cannot determine most answers without reading several sentences beyond the question. Be sure that you have read far enough ahead each time you choose an alternative.

PASSAGE I

What is Supply-side Economics?

While there are many different economic theories. Supply-side economists believe that the ¹ economy is best managed by stimulating the production of goods and services. That’s the supply end of the economy. Supply-siders believe that supply always creates demand, setting in motion the movement of ² products and services and providing an important force in industrialized societies like the United States. This

goes back, we are told, to the classical economics of ³ Adam Smith and Jean Baptiste Say.

Modern-day supply-siders also put a lot of stock in ⁴ preventing government deficit spending because that encourages inflation. They are also against heavy government regulation of industry because that tends to inhibit growth.

In order to increase the production of goods such as computers or automobiles ⁵ supply-siders usually want income-tax cuts. They believe that will

bring about into existence ⁶ higher investment and greater economic activity.

1. **A.** NO CHANGE
B. theories supply-side
C. theories: supply-side
D. theories, supply-side
2. **F.** NO CHANGE
G. demand that set
H. demand, that set
J. demand, of which set
3. **A.** NO CHANGE
B. back, consequently
C. back
D. back, seemingly
4. **F.** NO CHANGE
G. swear by
H. put their faith in
J. believe in
5. **A.** NO CHANGE
B. goods; such as computers or automobiles,
C. goods such as, computers or automobiles
D. goods, such as computers or automobiles,
6. **F.** NO CHANGE
G. cause to bring about
H. give rise to the creation of
J. create

GO ON TO THE NEXT PAGE

ACT English Practice

Supply-side economist Arthur Laffer suggested that reducing tax rates will ultimately increase government revenues because the incentive it provides for increased investment and savings will create more wealth, more jobs, and eventually, more taxable income. Other economists, using numbers and projections from the Treasury Department, doesn't believe that the

beneficiaries of a tax cut will reinvest their extra income in industry, instead of simply buying more goods. [8]

The supply-side movement first came about in the United States in the mid-1970s. However, it is the result of the belief that the previously accepted economic theory, Keynesian economic management, failed to

during that period control the huge inflation, increasing

unemployment, slowing economic growth. Supply-side

economics, at least at first, tends to increase income

disparities; the people who benefit most from tax cuts are those with the most income to be taxed; in other words, the richest people. For example, the adoption of these policies during the Reagan administration in the 1980s reversed the previous direction of long-term government economic goals.

7. A. NO CHANGE
B. do not believe
C. are not believing
D. is in disbelief
8. At this point, the author is thinking about adding the following sentence:
Arthur Laffer is the creator of the Laffer curve, which was used to illustrate his theory.
Would this be relevant to add to the essay?
E. Yes, because it shows how distinguished and well-known Laffer is.
G. Yes, because it gives Laffer's theory a mathematical base.
H. No, because the other economists don't have curves named after them.
J. No, because it doesn't add anything substantive to the discussion of Laffer's theory.
9. A. NO CHANGE
B. (Do NOT begin new paragraph) In fact, it is the result
C. (Begin new paragraph) However, it is the result
D. (Begin new paragraph) In fact, it is the result
10. F. NO CHANGE
G. (place after growth)
H. (place after inflation)
J. (place after control)
11. A. NO CHANGE
B. unemployment, and
C. unemployment and
D. unemployment, and also
12. F. NO CHANGE
G. economics, at least at first tends
H. economics at least at first, tends
J. economics tends,
13. A. NO CHANGE
B. So, the
C. Fortunately, the
D. Surprisingly, the

GO ON TO THE NEXT PAGE

ACT English Practice

Economists of the Reagan administration guaranteed that they would keep the covenant of growth¹⁴

without inflation, rising production, and a renewed stock market. During President Reagan's second term, many of these positive events, did¹⁵ occur. But they were accompanied by massive international trade deficits, huge federal spending deficits, and a troubled farm economy. In 1987 the stock market suffered a dramatic drop, which led many to question the administration's economic policies. During Reagan's presidential term, the national debt grew from \$900 billion to over \$2 trillion.

14. **F.** NO CHANGE
G. were certain the promise would be kept of
H. promised the guarantee of
J. promised
15. **A.** NO CHANGE
B. events, do
C. events did
D. events, would

PASSAGE II

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and item 30 will ask you the most logical placement for Paragraph 5.

Answer Sheets. Tell students that it is best to fill in the answer oval for each question as they answer it. If students need to skip a question, they should be very careful to skip it on the answer sheet also. They should check periodically to be sure that they are on the same question in the test booklet and on the answer sheet.

Take Suffrage Seriously

[1]

In a democracy, people have the opportunity to affect their own everyday lives. What's by¹⁶ voting. If you don't participate in an election, you

cannot but complain that¹⁷ your needs aren't being met.

Consider how basic and crucial a right suffrage is. [18]

16. **F.** NO CHANGE
G. What is
H. It's
J. Its
17. **A.** NO CHANGE
B. can't but complain that
C. can't, however, complain that,
D. can't complain that
18. Which of the following, if added here, would most effectively serve to summarize one of the main ideas of the essay?
F. People should not take for granted the right to vote.
G. There are millions of people who don't vote — and that's just wrong.
H. The number of people who don't vote is increasing with each national election.
J. This essay will explore the reasons people don't vote.

GO ON TO THE NEXT PAGE

ACT English Practice

[2]

Voting restrictions exist in nearly every country, although depending on it's laws,
19

they vary. Voting requirements are similar even in
20
different parts of the world and under different systems of government

where the voting criteria have much in common.
21

The voting population almost always has a minimum age between 18 and 25, and is limited to residents of the area. Convicted felons and the mentally ill are usually excluded from voting.

[3]

In some nations, women's suffrage is still subject to qualifications. In others, racial requirements and land ownership may be issues. These limits on suffrage, as well as those based on religion, taxpaying, and education
22

were common during the Middle Ages, and many have stuck around for centuries. Fortunately, most of these
23

limits stem from those in charge being afraid to let the poor and oppressed vote, because these powerless citizens have no stake in maintaining the existing order that
24
keeps the powerful in control.

[4]

Our Constitution grants all adults in this country the right to vote. At the time that document was written, only about 6 percent of the adult male population was entitled to vote.
25
Soon after that, religious and property qualifications were eliminated. It was legal to restrict blacks from voting until the 15th amendment to the Constitution was ratified after the Civil

19. A. NO CHANGE
B. its laws,
C. it's laws
D. its laws
20. F. NO CHANGE
G. it varies.
H. it has varied.
J. they have varied
21. A. NO CHANGE
B. in which the voting criteria have much in common
C. in which the criteria for voting have much in common
D. OMIT the underlined portion.
22. F. NO CHANGE
G. religion, taxpaying, education
H. religion taxpaying, and education
J. religion, and taxpaying, and education
23. A. NO CHANGE
B. Hence,
C. In fact,
D. In contrast,
24. F. NO CHANGE
G. order, or the established system of social organization,
H. order, which doesn't mean the arrangements of the elements of a group,
J. entrenched social organization that can be called order,
25. The author means here to illustrate how voting laws at the time the Constitution was created were different than they are today. Given that all of these statements are true, which of these choices would best achieve the writer's objective?
A. NO CHANGE
B. many wealthy landowners owned slaves.
C. a newly-formed country was drafting its first laws.
D. several drafts were voted on before the final one was agreed upon.

GO ON TO THE NEXT PAGE

ACT English Practice

War, which began relieving slavery. Women weren't
²⁶
granted suffrage until 1920 with the 19th amendment. The right to vote was extended to 18-year-olds in 1971 with the 26th amendment.

[5]

What's suffrage? Suffrage is the right to vote in public affairs. The freedom of a person who wants change in government to choose between competing people or ideas without fear is, as one noted scholar said,
²⁷

“basic to self-government.” If you are excluded from the right of suffrage, you're like excluded as an outcast
²⁸
from a basic means of participating in the political decision-making process.

[6]

Imagine, for example, being a woman in the United States before 1920—or an 18-year-old in the 1960s, when you could have been drafted to fight in a war, thus you couldn't voice your opinion by voting. If
²⁹
you don't vote today, you're taking for granted a right that you might not have had a mere 30 years ago. So, get out there and vote!

26. F. NO CHANGE
G. War, when they started abolishing slavery.
H. War, which abolished slavery.
J. beginning of slavery abolition after the war.

27. A. NO CHANGE
B. is as one noted scholar said
C. is as one noted scholar, said
D. is, as one noted scholar, said,

28. F. NO CHANGE
G. you're excluded
H. you're excluded and being cast out
J. like an outcast being excluded

29. A. NO CHANGE
B. for
C. nor
D. but

30. In order to make the essay coherent and unified, Paragraph 5 should be placed:
F. where it is now
G. before Paragraph 2
H. before Paragraph 3
J. before Paragraph 4

PASSAGE III

Greenland

[1]

Most people know little about Greenland, that huge island northeast of North America. Also known as Kalaallit Nunaat, it is actually the world's largest island.
⁽³¹⁾

Greenland is about 1,650 miles long and 750 miles wide, with over two-thirds of the territory north of the
⁽³²⁾

Arctic Circle. Its northernmost point is less than 500 miles across the Arctic Ocean from the North Pole.

31. A. NO CHANGE
B. world's,
C. world's
D. worlds'

32. F. NO CHANGE
G. its
H. their
J. it's

GO ON TO THE NEXT PAGE

ACT English Practice

Greenland's craggy southern coastline, the only habitable portion where people can live, is 24,430 miles

(33)

long, and the temperature along the

portions of the country can get up to 50 degrees in July.

(34)

[2]

[1] The largest settlement is the capital, Godthab, or Nuuk. [2] Most of the inhabitants of Greenland

35

are Greenlanders, a mixture of Eskimo and European immigrants who mostly came from Denmark. [3] Greenlandic comes from the formation and in the

36

mid-19th-century, of a single literary language from many similar Eskimo dialects. [4] Formerly, many of its towns were named by the Dutch, but since it was the year 1979 the Greenlandic names of places

37

have been used more and more. [5] The official religion of Greenland being the Lutheran Church of

38

Denmark. [6] The two major languages of Greenland are Danish and Greenlandic. [39]

[3]

Greenland's Eskimo migrated from North America

40

between 4000 B.C. and A.D. 1000. Norse settlers, led by Eric the Red, established a colony between 980 and

33. A. NO CHANGE
B. that's livable,
C. which is livable,
D. OMIT the underlined portion
34. At this point, the author's goal is to provide specific geographical information about the warmer areas of Greenland. Which of these achieves that goal?
E. NO CHANGE
G. southern coast
H. the exterior of the country
J. the inhabitable portion of Greenland
35. A. NO CHANGE
B. those who do live in Greenland
C. Greenland's residential populace
D. those comprising Greenland
36. F. NO CHANGE
G. formation;
H. formation,
J. formation, and
37. A. NO CHANGE
B. it was the year of
C. when it had been in the year of
D. OMIT the underlined portion
38. F. NO CHANGE
G. Greenland, which is
H. Greenland, it is
J. Greenland is
39. In order to make the essay coherent and logical, Sentence 6 should be placed
A. where it is now
B. before Sentence 1
C. before Sentence 2
D. after Sentence 2
40. F. NO CHANGE
G. been migrated
H. were migrated
J. had been migrated

GO ON TO THE NEXT PAGE

ACT English Practice

985. Despite their efforts,⁴¹ this Norse settlement disappeared around 1400. During the 16th century, European explorers charted the island's coast, and

Greenland was settled⁴² in 1721 by Hans Egede, a Norwegian missionary, for Denmark.

Over time, the Danish developed substantial economic ties to Greenland.⁴³

[4]

Denmark was occupied by Germans during World War II; during that time, the U.S. government took over Greenland as a protectorate. In 1946 the United States offered to buy Greenland. However⁴⁴ the Danish government wouldn't sell, it gave the United States permission to retain and develop a radar and weather patrol base at Thule.

[5]

In 1975 a commission worked out terms for Greenland's home rule. These terms were endorsed by Danish voters in 1978, and a year later, home rule was instituted. The Landsting, from which the people elect,⁴⁵ determines the internal affairs of Greenland. The Danish government handles some of Greenland's external affairs, and Greenland holds two seats in the Danish national assembly.

41. At this point in the essay, the author wants to explain why the Norse settlement disappeared. Assuming all are true, which of these achieves that goal?
- A. NO CHANGE
 - B. Though Greenland would be settled again by northern Europeans,
 - C. Even with other Norse conquerors making it all the way to North America,
 - D. Due to severe winters and trade problems,
42. F. NO CHANGE
- G. settled
 - H. had settled
 - J. being settled
43. At this point in the essay, the author wants to demonstrate how significant Denmark's economic ties were. Assuming all are true, which of these achieves that goal?
- A. NO CHANGE
 - B. In 1729 the Danish crown assumed control, and from 1774 until 1951, the Danish crown had a monopoly on all trade with Greenland.
 - C. Monarchies often invest in their colonies, exporting goods and establishing methods of production.
 - D. Denmark eventually established ties with its other territories elsewhere in the New World.
44. F. NO CHANGE
- G. Certainly
 - H. Although
 - J. Apparently
45. A. NO CHANGE
- B. elected by the people,
 - C. people-elected,
 - D. with the people electing,

Question 46 asks a question about the passage as a whole.

46. If the author decided to eliminate Paragraph 1 from the essay, which of these would be missing from the essay?
- (F.) relevant facts about Greenland’s vast size
 - G. unnecessary facts about Greenland’s economy
 - H. unnecessary facts about Greenland’s political system
 - J. historical facts about the settlement of Greenland

PASSAGE IV

No Pain, No Gain

When I was younger, I was always a little larger than the other kids. I used my weight as an excuse not to be social.⁴⁷ It was a protective layer, keeping me safe from the rejection of others.

Many of the members of my family are overweight, too,⁴⁸
including my parents, aunts, and uncles.⁴⁸

About five years ago my aunt had a heart attack. The doctors said it might not have happened if she’d exercised regularly; eaten fewer fatty foods, and⁴⁹
more leafy, vegetables; and generally taken better care⁴⁹
of her body.⁴⁹ However, because of her weight, it was

almost inevitable. That really opened my eyes. I looked in the mirror and realized that if I didn’t do something, I could end up like my aunt. It was time to do, finally,⁵⁰ something I had avoided all my life — start dieting and exercising.

47. (A.) NO CHANGE
B. a social butterfly.
C. the cheerleader type.
D. doing the social thing.
48. Which of these choices provides the proper transition between the first and second paragraphs, and provides an important piece of information about the author’s circumstances?
- (F.) NO CHANGE
 - G. No one really wants to be fat.
 - H. I wasn’t much of an athlete, but I was good at dodge ball.
 - J. Most of my friends were fat, too.
49. A. NO CHANGE
(B.) if she’d exercised regularly, eaten fewer fatty foods and more leafy vegetables, and generally taken better care of her body
C. if she’d exercised regularly; eaten fewer fatty foods and more leafy, vegetables; and generally taken better care of her body
D. if she’d exercised regularly, eaten fewer fatty foods, and more leafy vegetables, and generally taken better care of her body
50. F. NO CHANGE
G. (Place after time)
H. (Place after life)
(J.) OMIT the underlined portion

GO ON TO THE NEXT PAGE

ACT English Practice

The diETING came first. I started slowly, by just

51

cutting out all food after 7:00 P.M. My biggest meal became breakfast, and the meals got smaller as the day went on, until dinner. [52]

The exercise was more difficult. I was never athletic; I would never even consider taking the stairs if there was an elevator in sight. The thought of getting on

a treadmill seemed impossible. Treadmills can either be

53

manually operated, or electric.

53

I started out slowly, just walking for five minutes a day. I couldn't believe how much walking five minutes made me sweat! [54]

[55] I was worried about it at first because I envisioned myself all muscle-bound with a thick neck. But the truth is, building muscle from lifting weights helps you lose weight because muscle tissue burns more calories than fat. And for those of us for

who appearance is a concern, muscle tissue makes you

56

look leaner and less lumpy.

While I reached my

57

51. **(A)** NO CHANGE
(B) dieting had been coming
(C) dieting coming
(D) dieting, which came
52. Assuming all are true, which of these sentences, if added here, would best end this paragraph about the author's dieting success?
(F) Breakfast is the most important meal of the day.
(G) I stopped the midday snacks altogether too, and that really made a big difference.
(H) Sometimes I cheated and ate bacon with my eggs.
(J) I missed chocolate the most.
53. **(A)** NO CHANGE
(B) You can either walk or run on a treadmill.
(C) Some treadmills can be set to run at an incline.
(D) OMIT the underlined portion.
54. Which of these sentences, if added here, would best serve to conclude and sum up the main idea of the paragraph?
(F) I did lots of laundry those first few weeks.
(G) But I noticed that everyone in the gym was sweating, which made me feel better.
(H) In time, the exercise became easier, and in a few weeks, I was up to thirty minutes at a time.
(J) I wonder how long professional athletes can last on the treadmill.
55. Which of these sentences provides the best transition between the previous paragraph and this one?
(A) Exercise can give you more energy to face your day.
(B) Then I tackled the weights.
(C) I invested in a good pair of sneakers.
(D) Walking is less likely to cause injury than running is.
56. **(F)** NO CHANGE
(G) who's appearance
(H) who appear
(J) whom appearance
57. **(A)** NO CHANGE
(B) So
(C) However
(D) When

ACT English Practice

goal of loss of weight, the first thing I did was throw
58

away all of my old “fat” clothes, buying a whole new
59

wardrobe. At my cousin’s wedding, she said I was
noticed by more guests than her!
60

But besides looking better, I feel better because I
know I’m healthier. And nevertheless, even when
61
there’s an elevator in sight, I always take the stairs!

58. F. NO CHANGE
G. weight-loss goal,
H. losing weight goal,
J. loss of weight goal,

59. A. NO CHANGE
B. clothes and buy
C. clothes: and buy
D. clothes; buying

60. F. NO CHANGE
G. more guests than she was!
H. more guests than them!
J. more guests than they were!

61. A. NO CHANGE
B. of course,
C. nowadays,
D. yet,

PASSAGE V

The First Lady of Lawn Tennis

[1]

She changed the face of tennis. Dorothea Lambert
62
Chambers won seven Wimbledon tennis titles. Being
62

an innovative athlete, Chambers was one of the first
63
fierce competitors in women’s tennis, and today’s hard-
driving female players owe their livelihoods to her. She
triumphed at a time when women had

few competitors or prestige,
64

and she struck a blow for women’s rights.
65

[2]

On September 3, 1878, Dorothea Katherine
Douglass was born in Ealing, England. Her father was
an Anglican clergyman. In 1907, she married merchant

62. F. NO CHANGE
G. tennis, Dorothea Lambert Chambers,
H. tennis Dorothea Lambert Chambers
J. tennis. Dorothea Lambert Chambers,

63. A. NO CHANGE
B. Chambers, an innovative athlete, was one of the
first
C. Being an innovative athlete, Chambers, one of
the first
D. Chambers being an innovative athlete, one of
the first

64. F. NO CHANGE
G. competitors or prestige
H. competitors or no prestige
J. few competitors and little prestige

65. A. NO CHANGE
B. striked a blow for women’s
C. striked blows for women’s
D. struck blows for women

GO ON TO THE NEXT PAGE

Robert Lambert Chambers. She learned tennis at the
Ealing Lawn Tennis Club.

[3]

Back then, women's tennis was not taken seriously. Its purpose was to entertain, by staging matches at garden parties. Playing hard was considered unfeminine, and women were thought to be prone to emotional outbursts and, therefore, too hysterical to truly compete. But Chambers disagreed. Tall, slim, and fit, she put her all into tennis, and disapproved of those who approached it casually, or did not see its beauty or potential. She believed the only way to banish the myth of the "hysterical female" was to get more women into tennis, which she attempted to do.

[4]

[1] Chambers had a definite playing style. [2] This helped her control the game. [3] Known for her intensity, she often won on sheer determination, keeping the pressure on her opponents till they just gave up. [4] Chambers won her first Wimbledon singles title

in 1903, she took home a total of seven between 1903

and 1914. [5] Chambers' finest performances took place in 1911, when she swept the final without losing a single game and in 1913 when she didn't lose a single set.

[6] With her seventh title, she created a record for Wimbledon triumphs that stood for twenty-four years. [72]

[5]

66. **F.** NO CHANGE
G. tennis which she played intensely,
H. tennis, later to win seven Wimbledon titles,
J. tennis, in her home town,

67. **A.** NO CHANGE
B. entertain by matches, staged
C. entertain, with matches staged,
D. entertain by staging matches

68. **F.** NO CHANGE
G. that its
H. it's
J. their

69. Which of these sentences best provides a specific description of the type of tennis game Dorothea Lambert Chambers played?
A. NO CHANGE
B. She played a baseline game with steady, accurate groundstrokes.
C. Her game has been copied by some of her admirers.
D. No women before her had played like her.

70. **F.** NO CHANGE
G. in 1903 when she
H. in 1903. She took home
J. in 1903 and then

71. **A.** NO CHANGE
B. game, and, in 1913 when she
C. game, and in 1913, when she
D. game, and in 1913, when, she

72. The author wants to add this sentence about Chamber's dedication to the sport of tennis to Paragraph 4:

Only two pregnancies and World War I could keep her from competing.

The most logical place for this sentence is

- F.** after Sentence 1
G. after Sentence 4
H. after Sentence 5
J. after Sentence 6

GO ON TO THE NEXT PAGE

ACT English Practice

[1]But Chambers didn't really lose; if it wasn't for her legacy, the competitive and intense younger generation led by Lenglen wouldn't have been existing.

73

[2]When play resumed after World War I ended, twenty-year-old French sensation Suzanne Lenglen ended forty-year-old Chambers' reign in competitive matches.

[3] She died in 1960.[4] Chambers then became the elder stateswomen of tennis, and became the first female councilor of the Lawn Tennis Association. [5] She inspired many with her book, *Lawn Tennis for Ladies*. [74]

[6]

Dorothea Lambert Chambers was committed to winning, and she changed tennis's face certainly.

75

forever. She was the first female to play with intensity.

76

Using the Time. Remind students that they will not get extra points for finishing early. They should work slowly and carefully to make sure they don't make careless errors. If they do have time left at the end of any section they should use it to review any questions they did not feel confident about.

73. A. NO CHANGE
B. exist.
C. be existing.
D. have existed.

74. Which of these sequences of sentences would result in the most coherence for Paragraph 5?
F. 1, 3, 2, 4, 5
G. 2, 1, 3, 4, 5
H. 2, 1, 4, 5, 3
J. 5, 2, 1, 4, 3

75. A. NO CHANGE
B. changed, certainly, tennis' faces
C. changed the certain faces of tennis
D. certainly changed the face of tennis
76. The author wants to link the beginning and end of the essay. Which of these choices best achieves this?
F. NO CHANGE
G. intensity and competitiveness.
H. intensity, destroying the "hysterical female" myth.
J. intensity, paving the way for women such as Billie Jean King, Martina Navratilova, and Steffi Graf.

END OF TEST

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.



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