

**PRAIRIE STATE ACHIEVEMENT EXAMINATION
PREPARATION AND PRACTICE WORKBOOK**



Aligned with the Illinois
Reading Assessment Framework

**GLENCOE LANGUAGE ARTS
GRADE 11**

This helpful workbook provides

- Test-taking tips and techniques for the Prairie State Achievement Examination (PSAE)
- Full-length practice tests for ACT Reading, ACT English, ACT Writing, and WorkKeys *Reading for Information*

TEACHER ANNOTATED EDITION

**PRAIRIE STATE ACHIEVEMENT EXAMINATION
PREPARATION AND PRACTICE WORKBOOK**



**GLENCOE LANGUAGE ARTS
GRADE 11**

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Contents

About the Student and Teacher Editions	iv
Teacher Introduction	v
Answer Key for the ACT Reading Practice Test.....	vii
Answer Key for the ACT English Practice Test	ix
Scoring Guide for the ACT Writing Practice Test.....	x
Sample Essay for the ACT Writing Practice Test	xi
Answer Key for the WorkKeys <i>Reading for Information</i> Practice Test	xii
Letter to Parents and Guardians	xiii
Introduction to PSAT Testing	1
Test-Taking Tips and Techniques	3
Answer Sheet for the ACT Reading and English Practice Tests	5
Practice Sheet for the ACT Writing Practice Test	6
Scoring Guide for the ACT Writing Practice Test	7
Answer Sheet for the WorkKeys <i>Reading for Information</i> Practice Test.....	8
Introduction to the ACT Reading, English, and Writing Tests	10
The ACT Reading Test	11
Practice Test: ACT Reading	14
The ACT English Test.....	22
Practice Test: ACT English	25
The ACT Writing Test	39
Practice Test: ACT Writing.....	41
Introduction to the WorkKeys <i>Reading for Information</i> Test.....	44
Practice Test: WorkKeys <i>Reading for Information</i> Test	46

About the Student and Teacher Editions

The **Student Edition** of this workbook reviews the skills needed by students to successfully complete the Prairie State Achievement Examination (PSAE) for Grade 11. It provides general information, practice questions, and a writing prompt that teach test-taking skills and familiarize students with the tests that comprise the PSAE.

The **Student Edition** contains the following sections:

- The **Student Introduction** describes the overall structure of test components and gives tips on how to prepare for them.
- The **Test-Taking Tips and Techniques** section outlines general test-taking strategies that students will apply as they complete the tests.
- **Answer Sheets** are provided for the three tests with multiple-choice questions. A separate sheet is provided for students to use when responding to the writing prompt. The scoring rubric used to evaluate the ACT Writing Test response is also provided.
- The **Practice Tests** provide a simulation of the test-taking experience. An introductory section precedes each individual test segment, and each test section includes a sample test item. The practice tests in this booklet mirror the ACT Reading, ACT English, ACT Writing, and WorkKeys *Reading for Information* tests in length and content.

The **Teacher Annotated Edition** of this workbook includes the **Student Edition** and the following resources:

- A **Teacher Introduction**, which provides an overview of the reading, English, and writing parts of the PSAE and the individual test segments, as well as guidance on how to use the individual Practice Tests and the scoring guide for the writing segment.
- **Answer Keys** are provided for all Practice Tests with multiple-choice questions. A scoring guide that mirrors the one used to score the ACT Writing Test is included with a model response to the writing prompt.

Before your class begins using this workbook, you may wish to send a letter to parents that describes the PSAE and explains the purpose of this workbook. A sample letter appears on page xiii for reproduction and distribution to parents.

Teacher Introduction

About the Illinois Prairie State Achievement Examination (PSAE)

The Illinois Prairie State Achievement Examination (PSAE) is a statewide, two-day exam administered to students in Grade 11 each spring. It is the only test required by law of every public high-school student in the State of Illinois.

Reading, English and Writing

The *Illinois English Language Arts* curriculum includes reading, writing, speaking, listening, and the study of literature. This curriculum is focused on skills articulated in the *Illinois Learning Standards*. The PSAE administered in the eleventh grade is designed to assess the extent to which students have met the goals of the Illinois Learning Standards in Vocabulary Development, Reading Strategies, Reading Comprehension, Literary Analysis, and Writing (mechanics and communication). Further, the *Illinois Assessment Frameworks* at Grade 11, defines the reading content assessed on the PSAE.

Test results provide one way for parents, teachers, and school administrators to assess student achievement. The ACT segments of the PSAE also generate scores that can be used in the college admission process.

The PSAE for reading, English, and writing is composed of four segments: ACT Reading, ACT English, ACT Writing, and *WorkKeys Reading for Information*. Tests are administered over a two-day period. Students record their responses to the questions and the writing prompt on separate answer sheets.

ACT Reading, ACT English, ACT Writing, and some mathematics and science testing are done on Day One. Students read literary and informational passages and answer multiple-choice questions. They also write an essay in response to a writing prompt. *WorkKeys Reading for Information* and additional tests in mathematics and science are administered on Day Two. On *WorkKeys*, students read short informational selections based on real-world situations and answer multiple-choice questions.

PSAE testing sessions in reading, English, and writing are structured as follows:

ACT Reading	ACT English	ACT Writing	WorkKeys Reading for Information
35 minutes	45 minutes	30 minutes	45 minutes
4 passages	5 passages	1 prompt	15 selections
40 multiple-choice questions	75 multiple-choice questions	an essay	33 multiple-choice questions

Administering the Practice Tests

Explain to your students that the Practice Tests are a trial run for the PSAE and should be approached seriously. The Practice Tests will present them with a variety of styles of reading passages and will familiarize them with the format of the PSAE questions. The tests will prepare them for other standardized tests they may take to get into college. Review the test-taking tips in the Student Edition (SE) with the students to enhance their testing preparation.

The teacher decides when to administer the Practice Tests. Ideally, students would take the battery of Practice Tests in the weeks leading up to the PSAE. It is possible, however, that some or all of the tests may be administered earlier in the year so that they can be more fully integrated into classroom instruction. The subtest structure of this workbook supports either approach.

The most important thing in administering the Practice Tests is to simulate actual testing conditions. This simulation will help students gain confidence in a testing environment that includes a time limit. The SE contains answer sheets for each of the Practice Tests with multiple-choice questions and a lined form for the essay response to the writing prompt.

After students complete the test, take time to gather feedback. Ask what they found challenging and discuss which test techniques they found most useful. This feedback will assist you in preparing them further for the PSAE.

Scoring the Practice Test

This Annotated Teacher Edition (TAE) includes scoring keys for all the tests. A rubric for scoring the ACT Writing Test essay and a model response are also provided.

Answer Keys for all Practice Tests are correlated to Illinois Learning Standards.

- Each question in the ACT Reading and WorkKeys *Reading for Information* tests is correlated to the *Illinois Reading Assessment Objectives*.
- The Illinois writing assessment objectives are not yet complete. PSAE results will not be reported as part of the state accountability program until 2007.

Answer Key for the ACT Reading Practice Test

Correct responses for the items on the ACT Reading Practice Test are listed below. Each item is correlated to the *Illinois Reading Assessment Objective* to help you determine in which areas individual students should focus their learning in preparation for the PSAE.

Test Item Number	Correct Answer	State Assessment Objective
1	A	1.11.09 Identify significant details.
2	G	1.11.09 Identify significant details.
3	C	2.11.03 Use evidence from the text to determine how character motivation is conveyed in a fictional passage.
4	J	2.11.05 Identify characterization as seen through a character's thoughts, words, and actions as well as those of other characters.
5	C	2.11.05 Identify characterization as seen through a character's thoughts, words, and actions as well as those of other characters.
6	F	1.11.29 Explain how dialogue is used in a given passage to develop characters and create mood.
7	B	2.11.06 Explain the relationship(s) between two or more characters.
8	H	1.11.09 Identify significant details.
9	D	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.
10	H	1.11.15 Identify the outcome or conclusion of a passage, based on previous occurrences or events in the text.
11	B	1.11.13 Identify the main idea when it is not explicitly stated.
12	H	1.11.14 Identify the causes of events in a passage.
13	B	1.11.10 Identify implied details.
14	J	1.11.02 Determine the meaning of a word in context when the word has multiple meanings.
15	A	1.11.13 Identify the main idea when it is not explicitly stated.
16	F	1.11.30 Determine an author's implied meaning by drawing conclusions based on facts, events, images, patterns, symbols, etc. found in the text.
17	D	1.11.28 Identify and interpret the author's purpose and point of view in expository texts and literary passages.
18	G	1.11.30 Determine an author's implied meaning by drawing conclusions based on facts, events, images, patterns, symbols, etc. found in the text.
19	D	1.11.09 Identify significant details.
20	H	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.
21	C	1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.
22	G	1.11.09 Identify significant details.
23	B	1.11.09 Identify significant details.

Answer Key (continued) for the ACT Reading Practice Test

Test Item Number	Correct Answer	State Assessment Objective
24	H	1.11.09 Identify significant details.
25	A	1.11.10 Identify implied details.
26	F	1.11.04 Determine the meaning of jargon and/or technical terms in context.
27	C	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.
28	H	1.11.15 Identify the outcome or conclusion of a passage, based on previous occurrences or events in the text.
29	D	1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.
30	F	1.11.15 Identify the outcome or conclusion of a passage, based on previous occurrences or events in the text.
31	C	1.11.08 Infer the meaning of a passage.
32	H	1.11.14 Identify the causes of events in a passage.
33	D	1.11.28 Identify and interpret the author's purpose and point of view in expository texts and literary passages.
34	G	1.11.02 Determine the meaning of a word in context when the word has multiple meanings.
35	A	1.11.10 Identify implied details.
36	J	1.11.30 Determine an author's implied meaning by drawing conclusions based on facts, events, images, patterns, symbols, etc. found in the text.
37	C	1.11.09 Identify significant details.
38	G	1.11.11 Identify subtly-stated details.
39	A	1.11.09 Identify significant details.
40	F	1.11.28 Identify and interpret the author's purpose and point of view in expository texts and literary passages.

Answer Key for the ACT English Practice Test

Questions in the ACT English Practice Test support the *Illinois Learning Standard* for *English Language Arts 3.A.5* at the late high school level to use correct grammar, spelling, punctuation, capitalization, and structure to “produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.”

Test Item Number	Correct Answer	Test Item Number	Correct Answer	Test Item Number	Correct Answer
1	D	26	H	51	A
2	F	27	A	52	G
3	C	28	H	53	D
4	J	29	D	54	H
5	D	30	G	55	B
6	J	31	C	56	J
7	B	32	G	57	D
8	J	33	D	58	G
9	B	34	G	59	B
10	H	35	D	60	G
11	C	36	H	61	C
12	F	37	C	62	F
13	B	38	H	63	B
14	J	39	C	64	J
15	C	40	F	65	A
16	H	41	D	66	F
17	D	42	F	67	D
18	F	43	B	68	F
19	A	44	H	69	B
20	G	45	B	70	H
21	B	46	H	71	C
22	F	47	A	72	G
23	D	48	F	73	D
24	F	49	B	74	J
25	C	50	J	75	D

Scoring Guide for the ACT Writing Practice Test

The six-point rubric teachers will use to score the ACT Writing Practice Test is the same as that used to score the actual ACT writing test. Each score point describes the features typically found in essays at that level. (Essays are marked on a scale of 1 to 6.) A sample essay on the next page demonstrates the desired qualities in a six-point essay.

Score	Criteria
6	<p>Effective response to the task:</p> <ul style="list-style-type: none"> • takes a position and provides context • addresses complexity of perspectives or arguments • logical, ample, and specific development of ideas • clear organization <ul style="list-style-type: none"> • effective, well-developed introduction and conclusion • good command of language • varied sentence structure • few, if any, errors in grammar, usage, and mechanics
5	<p>Competent response to the task:</p> <ul style="list-style-type: none"> • takes a position • addresses complexity in a partial way • logical and specific development of ideas • clear organization • clear, generally developed introduction and conclusion <ul style="list-style-type: none"> • competent language • somewhat varied sentence structure • a few errors in grammar, usage, and mechanics, but they are not distracting
4	<p>Adequate response to the task:</p> <ul style="list-style-type: none"> • takes a position • some recognition of complexity • adequate development of ideas • organization apparent but predictable • clear, somewhat developed introduction and conclusion <ul style="list-style-type: none"> • adequate language • some sentence variety • some distracting errors in grammar, usage, and mechanics, but they do not impede meaning
3	<p>Some developing skill shown in response to the task:</p> <ul style="list-style-type: none"> • some understanding of the task • takes a position without context • limited or repetitious development of ideas • develops an inconsistent point of view • inadequate examples and evidence • simple organization <ul style="list-style-type: none"> • underdeveloped introduction and conclusion • simple vocabulary • weak sentence structure • distracting errors in grammar, usage, and mechanics, occasionally impeding understanding
2	<p>Weak skill shown in response to the task:</p> <ul style="list-style-type: none"> • weak understanding of the task • weak or unsupported position • vague or seriously limited point of view • irrelevant examples and evidence • poorly organized <ul style="list-style-type: none"> • minimal introduction and conclusion • frequent problems in sentence structure • frequent errors in grammar, usage, and mechanics, sometimes impeding understanding
1	<p>Little or no skill shown in response to the task:</p> <ul style="list-style-type: none"> • little understanding of the task • no support for position • excessive repetition • little or no evidence of organization or logic • no or minimal introduction and conclusion <ul style="list-style-type: none"> • errors in vocabulary • severe flaws in sentence structure • pervasive errors in grammar, usage, and mechanics that interfere with meaning

Sample Essay for the ACT Writing Practice Test

Name: _____ Date: _____

ACT Writing Test

I would like to argue against group assignments because I don't like them. However, I realize what I like and what I don't like do not constitute the basis for an argument. I don't like going to the dentist either. Does that mean I'm going to quit dental hygiene at age 16 and look forward to a lifetime of tooth decay? No. I will say that I find groups frustrating because they waste time talking about what they're going to do rather than doing it, and there's always one person who doesn't do anything, but who waits until the last moment to let anyone else know. I would much rather simply do all my own work; I can count on myself in a way I can't on other people. I would like never to receive a group assignment again, but I would argue that group work is important to education.

I am resigned to groups. When I look around me, at the world as it is, or at most of what I have ever studied and loved, I see groups. Look at the movie credits for any one film: there are hundreds of people whose names scroll quickly by, maybe thousands in some cases. Each person contributes a part, often small, to a whole that no one person could ever create alone. And that's only entertainment. If we were to look at any event in history or science, we would see that progress depends on collaboration, not isolation. Certain names leap out in any field, of course, and there is such thing as genius. Einstein, Joyce, Picasso, Dylan. But even their achievements are made in a context; even geniuses collaborate with history. And even geniuses need to collaborate with other people in order to get their work known.

I could list famous names and dates in the history of science, and everyone would nod and agree: Harvey, circulation of the blood; Jenner, vaccination; Curie, X-rays, and on and on. The names only stand for all the work behind them done by many, many people. How many people are mapping our chromosomes? How many are working right now on discovering signs of water in the universe? Tracking down effective drugs for cancer treatments? A scientist is never alone in the lab, even if literally that might be true on a rainy Sunday afternoon, because doing research means being part of a larger effort. I believe our world is made and changed by groups of people working together. I recognize that's not always for the good.

In every field I can think of, work is achieved not by a single person alone, but by a number of people with the same goal. Thomas Jefferson wrote the Declaration of Independence, but John Adams edited it, and 26 people put their lives at stake by signing it. Artists such as Michelangelo and Da Vinci had assistants, and sometimes we don't know whether a work belongs to a master or a student, to one hand or to many. We may think of a writer such as James Joyce working alone and working obsessively, but someone had to have the courage to publish his work and face court battles for it. The loneliest work requires other people.

I have to admit that it's sometimes in conversation that I have my best ideas or that I realize my ideas were wrong. I love those conversations with other people that you struggle through, thinking together about "what if?" So even if I'm stuck with Ernie the slacker on my next group assignment, I realize that getting used to working with other people is getting used to living in the world, and, I hope, making our collective mark on it.

Answer Key for the WorkKeys Reading for Information Practice Test

The correct response for each item on the WorkKeys *Reading for Information Practice Test* is listed below. Each item is correlated to the *Illinois Reading Assessment Objective* to help you determine in which areas individual students should focus their learning in preparation for the PSAE.

Test Item Number	Correct Answer	State Assessment Objective
1	A	1.11.20 Understand the rationale behind a policy or procedure.
2	B	1.11.25 Apply information to new situations.
3	E	1.11.24 Apply instructions with conditionals.
4	B	1.11.24 Apply instructions with conditionals.
5	C	1.11.25 Apply information to new situations.
6	B	1.11.24 Apply instructions with conditionals.
7	D	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.
8	C	1.11.22 Apply information to a described situation.
9	A	1.11.16 Sequence steps in instructions.
10	B	1.11.02 Determine the meaning of a word in context when the word has multiple meanings.
11	C	1.11.22 Apply information to a described situation.
12	A	1.11.25 Apply information to new situations.
13	E	1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.
14	B	1.11.16 Sequence steps in instructions.
15	E	1.11.03 Determine the meaning of jargon and/or technical terms used independent of context.
16	B	1.11.07 Infer target audiences for passages.
17	B	1.11.04 Determine the meaning of jargon and/or technical terms in context.
18	C	1.11.28 Identify and interpret the author's purpose and point of view in expository texts and literary passages.
19	A	1.11.22 Apply information to a described situation.
20	E	1.11.14 Identify the causes of events in a passage.
21	C	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.
22	D	1.11.22 Apply information to a described situation.
23	C	1.11.09 Identify significant details.
24	E	1.11.09 Identify significant details.
25	A	1.11.22 Apply information to a described situation.
26	D	1.11.10 Identify implied details.
27	E	1.11.20 Understand the rationale behind a policy or procedure.
28	C	1.11.20 Understand the rationale behind a policy or procedure.
29	D	1.11.09 Identify significant details.
30	B	1.11.22 Apply information to a described situation.
31	D	1.11.04 Determine the meaning of jargon and/or technical terms in context.
32	E	1.11.09 Identify significant details.
33	D	1.11.11 Identify subtly-stated details.

Letter to Parents and Guardians

Dear Parent or Guardian:

This spring, students in grade 11 will take the Illinois Prairie State Achievement Examination (PSAE). The PSAE will assess students' ability to read and comprehend fiction and nonfiction materials, think critically, and communicate in written form. The PSAE consists of four tests: ACT Reading, ACT English, ACT Writing, and *WorkKeys Reading for Information*. The students' scores from the ACT test segments can also be used on most college applications.

Parental involvement can make a difference in the test-preparation process. Encourage your student to read on a regular basis and to look up unfamiliar words he or she encounters. Talk to your student about books, newspaper articles, and movies, and ask for an explanation of judgments and points of views expressed. Ask questions about writing assignments such as essays and reports. Encourage your student to revise his or her written work to improve it so that it communicates more clearly.

Most important, try to make your child more comfortable about taking tests. Listen to his or her concerns and help ease any anxiety by discussing observed academic strengths. Assure your student that he or she will become a better test taker with practice.

If you have any questions about the Illinois Prairie State Achievement Examination or how to prepare for it, please feel free to contact me.

Sincerely,

Introduction to PSAE Testing

What is the Prairie State Achievement Examination?

The Prairie State Achievement Examination (PSAE) is a statewide, two-day exam taken by every student in grade eleven. It is the only test required by law of every public high-school student in the State of Illinois.

The PSAE shows the progress that students in individual schools, local districts, and the state have made toward meeting the Illinois Learning Standards in reading, English, and writing. Students who perform with excellence on these tests will receive special recognition.

The Practice PSAE

The practice PSAE tests your skills and knowledge against Illinois Learning Standards in reading, English, and writing. The actual PSAE will also include math and science tests. These subjects are covered by other Illinois Learning Standards.

More detailed information about each test along with sample questions are provided further on in this booklet.

What are the Illinois Learning Standards and the Reading Assessment Framework?

The Illinois Learning Standards define what every public school student should know and be able to do in seven core areas as a result of their elementary and high school education.

The standards were established after long discussion by thousands of Illinois citizens, including teachers, parents, university administrators, and business and community leaders. Students who meet the Illinois Learning Standards have the academic preparation needed for success, whether they intend to enter the workplace directly or to seek further education after high school.

In addition, the state has established the Illinois Reading Assessment Framework for PSAE Grade 11 to clearly define elements of the Learning Standards that are suitable for state testing. The Framework defines the reading content to be assessed on the PSAE.

When will I take the PSAE?

The PSAE takes place in the spring over the course of two days. Your teacher will decide when to give the practice PSAE. You will take ACT tests in English, mathematics, reading and science on day one of the PSAE. On day two you will take a test in science developed by the Illinois State Board of Education. You will also take WorkKeys tests in mathematics and reading.

What tests are part of the practice PSAE? How many questions are there and how much time will I have?

These practice tests have the same number and types of questions as the official PSAE tests. You have the same amount of time to answer the questions on the practice test as you will on the official tests.

Test Name	Number of Questions	Time Allowed
ACT Reading Test	40	35 minutes
ACT English Test	75	45 minutes
ACT Writing Test	1 writing prompt	30 minutes
WorkKeys <i>Reading for Information</i> Test	33	45 minutes

What is the ACT?

The ACT is a group of standardized tests—English, mathematics, reading, and science—given to high school juniors and seniors throughout the United States to assess students' general educational development. The ACT is also used to assess a student's ability to complete college-level work.

What is the WorkKeys test?

The WorkKeys test included in the PSAE is called *Reading for Information*. This test assesses the student's ability to apply what he or she learned in the classroom to non-classroom situations.

The WorkKeys test measures the skills most important in the workplace. The questions are taken from actual workplace materials. WorkKeys scores are used by many employers to determine whether a job applicant is suited for a particular job.

WorkKeys measures the accomplishments of a student; it does not compare his or her performance to that of other individuals taking the test.

Test-Taking Tips and Techniques

When you take the PSAE Practice Tests, you will have a time limit for each test. Therefore, you will need to pace yourself so you have time to answer every question. Use the strategies listed below when you take these tests so that they are automatic when you take the PSAE and other tests.

Before the test

- Be positive about the test and confident that you will do your best on the test.
- Get a good night's rest before the test.
- Eat a good meal on the morning of testing so you aren't hungry when you take the test.
- Stay calm about the test and do your best.

Be a smart test taker

- Listen carefully to instructions during the test sessions and ask questions if you don't understand something.
- Read directions carefully and completely.
- Preview the questions to locate the important ideas before reading a passage.
- Consider each question carefully before choosing the answer so that you can determine what the question is really asking.
- Find the easy questions and answer them first.
- Read all the answer choices carefully.
- Eliminate choices that you are sure are wrong; select your answer from the remaining choices.
- Select the best answer for each question.
- Always pace yourself and come back to the harder questions for further consideration.
- If there are essay or short-answer questions that require you to think about what you have learned and to write about it, be sure to leave enough time to answer those questions. Reread your response when you are finished writing and make corrections as needed.

Test Techniques: Process of Elimination

The most useful technique for answering a multiple-choice question is the process of elimination. The multiple-choice questions on the PSAE give you four answer choices, but only one of the choices is the best answer. Figuring out which three answer choices are either wrong or not as applicable is just as good as figuring out which one answer choice is correct. This is when the process of elimination can help. Here is an easy example.

What is the capital of Illinois? You are given the following four possible answers:

- Springfield
- Austin
- Dover
- Phoenix

Do you know the capital of Illinois? Even if you don't, you can still figure it out! Use the process of elimination. First eliminate the answer choices that you **KNOW** are wrong. Then choose from the remaining answers. Narrowing down the number of answer choices gives you a better chance of picking the correct answer.

Take a look at how it works. Which cities do you know are **NOT** the capital of Illinois? You may know that Austin is the capital of Texas, Dover is the capital of Delaware, and Phoenix is the capital of Arizona, so none can be the correct answer. That leaves you with only *Springfield*. Springfield must be the capital of Illinois. Even if you didn't know what the capital of Illinois is, the process of elimination helped you get the right answer!

To use the process of elimination for multiple-choice questions on the test, eliminate all the answers you **KNOW** are wrong. Then take your best guess from the choices that are left.

Read this paragraph and then use the process of elimination to help you answer the question.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack on the living room sofa. Her mother put down her newspaper and looked up in surprise. "That Roberta is so irksome!" Laura proclaimed in a loud voice.

1. The word *irksome* means —
 - A. kind
 - B. mean
 - C. annoying
 - D. friendly

Do you know what the word *irksome* means? If not, you can use the process of elimination to increase your chances of choosing the correct answer.

In the passage, Laura is obviously upset. You read that she "stormed up the stairs" and "slammed the door." Obviously Roberta has done something that Laura

doesn't like, so it is unlikely that Laura would describe Roberta as *kind* or *friendly*. Answer choices A and D must be wrong.

That leaves only answer choices B and C, *mean* and *annoying*. Now you must choose between those two answers. Even if you still don't know what *irksome* means, you have a better chance of picking the correct answer.

Remember to use this process on every multiple-choice question for which you don't know the answer immediately. Getting rid of even one answer through the process of elimination will help you.

The answer to the question above is C, *annoying*.

Answer Sheet for the ACT Reading and English Practice Tests

Directions

Fill in the bubble that corresponds to the answer choice you think is best.

ACT Reading Test

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

ACT English Test

- | | | | |
|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 20 (F) (G) (H) (J) | 39 (A) (B) (C) (D) | 58 (F) (G) (H) (J) |
| 2 (F) (G) (H) (J) | 21 (A) (B) (C) (D) | 40 (F) (G) (H) (J) | 59 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 22 (F) (G) (H) (J) | 41 (A) (B) (C) (D) | 60 (F) (G) (H) (J) |
| 4 (F) (G) (H) (J) | 23 (A) (B) (C) (D) | 42 (F) (G) (H) (J) | 61 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 24 (F) (G) (H) (J) | 43 (A) (B) (C) (D) | 62 (F) (G) (H) (J) |
| 6 (F) (G) (H) (J) | 25 (A) (B) (C) (D) | 44 (F) (G) (H) (J) | 63 (A) (B) (C) (D) |
| 7 (A) (B) (C) (D) | 26 (F) (G) (H) (J) | 45 (A) (B) (C) (D) | 64 (F) (G) (H) (J) |
| 8 (F) (G) (H) (J) | 27 (A) (B) (C) (D) | 46 (F) (G) (H) (J) | 65 (A) (B) (C) (D) |
| 9 (A) (B) (C) (D) | 28 (F) (G) (H) (J) | 47 (A) (B) (C) (D) | 66 (F) (G) (H) (J) |
| 10 (F) (G) (H) (J) | 29 (A) (B) (C) (D) | 48 (F) (G) (H) (J) | 67 (A) (B) (C) (D) |
| 11 (A) (B) (C) (D) | 30 (F) (G) (H) (J) | 49 (A) (B) (C) (D) | 68 (F) (G) (H) (J) |
| 12 (F) (G) (H) (J) | 31 (A) (B) (C) (D) | 50 (F) (G) (H) (J) | 69 (A) (B) (C) (D) |
| 13 (A) (B) (C) (D) | 32 (F) (G) (H) (J) | 51 (A) (B) (C) (D) | 70 (F) (G) (H) (J) |
| 14 (F) (G) (H) (J) | 33 (A) (B) (C) (D) | 52 (F) (G) (H) (J) | 71 (A) (B) (C) (D) |
| 15 (A) (B) (C) (D) | 34 (F) (G) (H) (J) | 53 (A) (B) (C) (D) | 72 (F) (G) (H) (J) |
| 16 (F) (G) (H) (J) | 35 (A) (B) (C) (D) | 54 (F) (G) (H) (J) | 73 (A) (B) (C) (D) |
| 17 (A) (B) (C) (D) | 36 (F) (G) (H) (J) | 55 (A) (B) (C) (D) | 74 (F) (G) (H) (J) |
| 18 (F) (G) (H) (J) | 37 (A) (B) (C) (D) | 56 (F) (G) (H) (J) | 75 (A) (B) (C) (D) |
| 19 (A) (B) (C) (D) | 38 (F) (G) (H) (J) | 57 (A) (B) (C) (D) | |

Scoring Guide for the ACT Writing Practice Test

This is the six-point rubric that will be used to score the ACT Writing Practice Test. It is the same as that used to score the actual ACT writing test. Each score point describes the features typically found in essays at that level. (Essays are marked on a scale of 1 to 6). Reviewing the criteria may help you prepare your essay.

Score	Criteria
6	<p>Effective response to the task:</p> <ul style="list-style-type: none"> • takes a position and provides context • addresses complexity of perspectives or arguments • logical, ample, and specific development of ideas • clear organization <ul style="list-style-type: none"> • effective, well-developed introduction and conclusion • good command of language • varied sentence structure • few, if any, errors in grammar, usage, and mechanics
5	<p>Competent response to the task:</p> <ul style="list-style-type: none"> • takes a position • addresses complexity in a partial way • logical and specific development of ideas • clear organization • clear, generally developed introduction and conclusion <ul style="list-style-type: none"> • competent language • somewhat varied sentence structure • a few errors in grammar, usage, and mechanics, but they are not distracting
4	<p>Adequate response to the task:</p> <ul style="list-style-type: none"> • takes a position • some recognition of complexity • adequate development of ideas • organization apparent but predictable • clear, somewhat developed introduction and conclusion <ul style="list-style-type: none"> • adequate language • some sentence variety • some distracting errors in grammar, usage, and mechanics, but they do not impede meaning
3	<p>Some developing skill shown in response to the task:</p> <ul style="list-style-type: none"> • some understanding of the task • takes a position without context • limited or repetitious development of ideas • develops an inconsistent point of view • inadequate examples and evidence • simple organization <ul style="list-style-type: none"> • underdeveloped introduction and conclusion • simple vocabulary • weak sentence structure • distracting errors in grammar, usage, and mechanics, occasionally impeding understanding
2	<p>Weak skill shown in response to the task:</p> <ul style="list-style-type: none"> • weak understanding of the task • weak or unsupported position • vague or seriously limited point of view • irrelevant examples and evidence • poorly organized <ul style="list-style-type: none"> • minimal introduction and conclusion • frequent problems in sentence structure • frequent errors in grammar, usage, and mechanics, sometimes impeding understanding
1	<p>Little or no skill shown in response to the task:</p> <ul style="list-style-type: none"> • little understanding of the task • no support for position • excessive repetition • little or no evidence of organization or logic • no or minimal introduction and conclusion <ul style="list-style-type: none"> • errors in vocabulary • severe flaws in sentence structure • pervasive errors in grammar, usage, and mechanics that interfere with meaning

Answer Sheet for the WorkKeys Reading for Information Practice Test

Directions

Fill in the bubble that corresponds to the answer choice you think is best.

ACT Reading Test

- | | | | | | |
|----|---------------------|----|---------------------|----|---------------------|
| 1 | (A) (B) (C) (D) (E) | 12 | (A) (B) (C) (D) (E) | 23 | (A) (B) (C) (D) (E) |
| 2 | (A) (B) (C) (D) (E) | 13 | (A) (B) (C) (D) (E) | 24 | (A) (B) (C) (D) (E) |
| 3 | (A) (B) (C) (D) (E) | 14 | (A) (B) (C) (D) (E) | 25 | (A) (B) (C) (D) (E) |
| 4 | (A) (B) (C) (D) (E) | 15 | (A) (B) (C) (D) (E) | 26 | (A) (B) (C) (D) (E) |
| 5 | (A) (B) (C) (D) (E) | 16 | (A) (B) (C) (D) (E) | 27 | (A) (B) (C) (D) (E) |
| 6 | (A) (B) (C) (D) (E) | 17 | (A) (B) (C) (D) (E) | 28 | (A) (B) (C) (D) (E) |
| 7 | (A) (B) (C) (D) (E) | 18 | (A) (B) (C) (D) (E) | 29 | (A) (B) (C) (D) (E) |
| 8 | (A) (B) (C) (D) (E) | 19 | (A) (B) (C) (D) (E) | 30 | (A) (B) (C) (D) (E) |
| 9 | (A) (B) (C) (D) (E) | 20 | (A) (B) (C) (D) (E) | 31 | (A) (B) (C) (D) (E) |
| 10 | (A) (B) (C) (D) (E) | 21 | (A) (B) (C) (D) (E) | 32 | (A) (B) (C) (D) (E) |
| 11 | (A) (B) (C) (D) (E) | 22 | (A) (B) (C) (D) (E) | 33 | (A) (B) (C) (D) (E) |



ACT Practice Tests

Introduction to the ACT Reading, English, and Writing Tests

This workbook helps you prepare for the ACT Reading, English, and Writing tests.

Structure of the ACT Tests

- The **ACT Reading Test** has a time limit of 35 minutes for its 40 questions. It measures how well you can read and understand texts from a variety of subject areas. Nonfiction passages are taken from the natural sciences, social studies, and the humanities. There are also prose fiction passages.
- The **ACT English Test** allows 45 minutes for 75 questions. It measures your ability to recognize errors, to correct them, and to improve the structure of sentences and paragraphs.
- The **ACT Writing Test** gives you 30 minutes to write one essay on a specified topic. It measures your ability to write a well-organized and grammatical essay in a limited amount of time.

Why practice?

Practice tests help you review the material and get better at answering questions. They can also make you comfortable with testing formats and with various directions.

An improved understanding of the type of material covered and a familiarity with the test's structure will help you do your best when you take the official PSAE.

Test-Taking Tips

- Answer as many questions as possible in the time provided.
- Don't get hung up on any particular question. Move on to an easier question and come back to difficult ones if you have time.
- Make an educated guess if you are not sure of the answer.
- To get a good score, it is important to answer as many questions as possible.
- Cross out answer choices that are obviously wrong. Select your answer from the choices that remain.
- Remember that other students will also be making guesses.

The ACT Reading Test

The ACT Reading Test measures how well you can read course materials you are likely to encounter as a first-year college student. There are four passages on the test. Each passage is followed by 10 multiple-choice questions. Each question has four possible answers. Neither the passages nor the questions are arranged in order of difficulty.

The Passages: ACT Reading passages usually fill two printed columns on a single page. Most passages are between 600 and 1,000 words long.

Each passage starts with a note that explains its general topic.

- *Prose Fiction:* Passages include complete short stories and excerpts from novels.
- *Social Science:* Subject areas include anthropology, archeology, biography, business, economics, education, geography, history, psychology, and sociology.
- *Natural Sciences:* Subject areas include anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology, and zoology.
- *Humanities:* Subject areas include architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, television, and theater, as well as memoirs and personal essays.

The Questions: The questions that follow each passage on the ACT Reading Test measure your understanding of that passage. Following are examples of what the questions may ask you to do.

Recall facts. What are some of the key details in the passage?

Draw inferences and make conclusions. Authors do not always state ideas directly; some questions may ask you to read “between the lines.”

- What is the author’s purpose or point of view?
- What is the main idea of the passage?
- What is the theme or meaning of the passage?

The ACT Reading Test – Sample Passage and Questions

This sample passage is shorter than passages you will read on the practice and official ACT tests. The difficulty of this passage matches the difficulty of passages used on the tests. The two sample questions are similar to questions used on the tests.

5 If you are late meeting me, I attribute your lateness to your character. You are rude and show no consideration for my feelings. But if I'm the one behind schedule, I attribute my lateness to situational factors such as traffic conditions.

10 Social psychologists call this discrepancy in explanations the Fundamental Attribution Error, or FAE; other terms used to describe the same phenomenon are the actor-observer bias, correspondence bias, or overattribution effect. People seem to have a default assumption that another individual's behavior is based on what kind of person the individual is rather than on the outside forces acting on that individual. In other words, we emphasize personality-based or dispositional explanations and downplay situational factors when looking at the behavior of others. Yet
15 when we look at our actions, the explanatory power of situational factors grows remarkably more powerful.

20 Why should this be so? One possibility is that when we look at another person's actions, our view focuses on the person. The forces acting on the person are much less visible. But when we look inward at ourselves, the situational factors become obvious.

25 One unfortunate consequence of the FAE is the tendency to "blame the victim." Thus the consequences of poverty are blamed on the personal shortcomings of poor people, and social isolation on the personalities of the lonely.

- S1.** The function of the first paragraph in relation to the passage as a whole is to:
- A.** orient the reader to the topic by defining the Fundamental Attribution Error.
 - B.** prove to the reader how universal the Fundamental Attribution Error is.
 - C.** introduce the reasons that Fundamental Attribution Error influences our behavior.
 - D.** interest the reader in the Fundamental Attribution Error by providing an example.

The correct answer is D. The first paragraph is intended to capture the reader's interest by providing an example of FAE from daily life.

- S2.** The author uses the phrase "default assumption" (line 11) to refer to the:
- F.** way some people behave dishonestly in business situations.
 - G.** fact that people judge others' actions in the same way they judge their own.
 - H.** general tendency to ascribe others' behavior to their characters.
 - J.** importance of situational factors in determining how we act.

The correct answer is H. Use the line reference to find the phrase; then use the context to determine the meaning of the phrase. In this context, "default assumption" refers to the way we attribute others' behavior to their personalities.

Notice that odd-number questions have answer choices A, B, C, and D. Even-numbered questions have answer choices F, G, H, and J. Use this pattern to make sure you mark your choice on the correct line of your answer sheet.

The ACT Reading Test – Test-Taking Tips

Remember that you score points for correct answers. Spend only one to two minutes reading each passage so that you will have enough time to answer all the questions.

Read the easiest passage first. Glance at the topics of all the passages and start with the ones you think are easiest.

- Read each passage quickly to grasp its structure and overall meaning.
- Answer the easiest questions first.
- Use line references to find quickly the parts that are identified in questions.
- Note carefully the wording of each question: Are you being asked to recall a detail or to interpret the meaning of the passage?

How to Prepare for the ACT Reading Test

Read widely. Read novels and short stories, newspaper and magazine articles, and non-fiction books. Explore a wide variety of topics and writing styles. Stretch yourself. Read books and articles outside your main areas of interest.

- Read challenging material.
- Read material with topics that are unfamiliar to you.

Ask yourself questions as you read.

- What is the piece about?
- What was the author’s purpose in writing?
- Why did the author write in this particular style?
- Does the writer have an obvious bias or point of view?

Expand your vocabulary. Although none of the questions focus directly on vocabulary, a strong knowledge of words will help you understand what you read.

- Look up unfamiliar words and practice using them in conversation and in writing.
- A large vocabulary will make you a better reader, and the more you read the larger your vocabulary will become.

Analyze the author’s style and writing technique. Apply what you have learned about writing as you analyze what you read. Think about the author’s reason for writing the text and consider the author’s point of view.

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,

GO ON TO THE NEXT PAGE

ACT Reading Practice

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
75 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
80 had put on a tinge of yellow-green, the hyacinths were budding, the 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
85 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
90 dusk; then, going to bed, she lay sleepless all night.

- Which flower has Mrs. Manstey noticed blooming earlier than usual? **1.11.09**
 - the magnolia
 - the wisteria
 - the hyacinth
 - the rosette
- Which of the following surprises Mrs. Manstey during her conversation with Mrs. Sampson? **1.11.09**
 - 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: **2.11.03**
 - 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: **2.11.05**
 - slow witted and idle.
 - lonely and angry.
 - unkind and uncaring.
 - well-meaning and watchful.
- Lines 47–58 suggest that Mrs. Black: **2.11.05**
 - is emotionally unstable.
 - considers her predilection for building an illness.
 - has a history of spending more money on her home than most people in town do.
 - 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? **2.11.06**
 - 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.
- Which of the following is the most descriptive of Mrs. Sampson? **1.11.29**
 - refined
 - judgmental
 - bighearted
 - intuitive
- Who does Mrs. Manstey believe is among her real friends? **1.11.09**
 - Mrs. Black
 - the people on Seventeenth Street
 - the maid who feeds the cats
 - her landlady
- Mrs. Manstey most likely thinks of the view from her window as: **1.11.19**
 - 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 likable, engaging characters.
- It can be reasonably inferred that by the end of the passage, Mrs. Manstey is feeling: **1.11.15**
 - hungry and frightened.
 - tired and happy.
 - melancholy and anxious.
 - relieved and refreshed.

GO ON TO THE NEXT PAGE

ACT Reading Practice

PASSAGE II

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

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.”

Q15 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 what-ever 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 let’s 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.”

GO ON TO THE NEXT PAGE

ACT Reading Practice

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. 1.11.13
 - B. with proximity comes the potential for empathy.
 - C. in time all prejudices fade.
 - D. friendship can overcome even the greatest divides.
12. The author of the passage was named as a plaintiff in the lawsuit *Arlam Carr v. Montgomery Board of Education* (lines 43–45) because: 1.11.14
- 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: 1.11.10
- A. he was interested in joining the military.
 - 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 46, the word *desegregate* most closely means: 1.11.02
- F. organize.
 - G. separate out.
 - H. filter in.
 - J. open up.
15. The main idea implied in lines 32 to 42 is that Arlam’s mother: 1.11.13
- 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: 1.11.30
- E. 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: 1.11.28
- 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. In lines 71–73 the author’s 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 that the author refused to be: 1.11.30
- F. integrated.
 - G. intimidated.
 - H. outgoing.
 - J. hypocritical.
19. The author states that his desire to go to Lanier High School: 1.11.09
- A. reflected his mother’s desire that he go there.
 - B. was fulfilled immediately after his lawsuit was settled.
 - C. was a dream he was never able to realize.
 - D. became a reality in his sophomore year.
20. Arlam’s friend ends his yearbook inscription to Arlam with the phrase “We shall overcome” most likely to indicate that the friend: 1.11.19
- 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.

Suggest that students try answering the question in their own words before looking at the answer choices. Remind students to use the alternating pattern of A, B, C, D and F, G, H, J answer choices to check that they are responding on the correct line of the answer sheet. Suggest to students that they consider skipping around. They should decide which of the four passages is easiest for them and answer that one first. Recommend that they do not waste time on any one question that seems particularly hard; just skip it, and come back to it if they have time. Remind them that if they skip a question, they must be sure to skip that question on the answer sheet as well.

GO ON TO THE NEXT PAGE

ACT Reading Practice

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.

GO ON TO THE NEXT PAGE

ACT Reading Practice

21. It can be inferred from the passage that astronomers in early 1758 were particularly interested in: **1.11.18**
- A. determining if Saturn had moons the way that Jupiter did.
 - B. finding the masses of the giant planets.
 - C.** predicting accurately the return of Halley's comet.
 - D. restricting the field of astronomy to professionals.
22. According to this passage, Galileo believed that the movement of bodies: **1.11.09**
- 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.
23. According to the passage, the size of Earth: **1.11.09**
- 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: **1.11.09**
- 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 40): **1.11.10**
- A.** gave astronomers the key to determining the effect Jupiter had on the motion of Halley's comet.
 - B. permanently frightened off many eighteenth-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 the word *perihelion* in line 83 refers to: **1.11.04**
- F.** the point in a comet's orbit when it is closest to the Sun.
 - G. the moment when a comet first becomes visible to an observer with a telescope.
 - H. the first observation of a comet by the naked eye.
 - J. the time when a comet enters Earth's atmosphere.
27. The passage suggests that the intensely diligent calculations of astronomer A. C. Clairaut: **1.11.19**
- 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: **1.11.15**
- F. the work of professional scientists has frequently been proven meaningless by bright amateurs.
 - G. due to all of A. C. 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 A. C. Clairaut had completed his calculations before November of 1758: **1.11.18**
- 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 51–76) suggests that astronomers of that time believed that: **1.11.15**
- F.** they had acquired enough information to attempt to predict the date of the next appearance of Halley's comet.
 - G. in terms of 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 taken up with real enthusiasm only in the last couple of months of 1758.

GO ON TO THE NEXT PAGE

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. Q36

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 and 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. Q37

Anyway you ought to read “A Story Teller’s Story.” It is a wonderful comeback after “Many Marriages.” Q38

31. The main theme of the essay is that: **1.11.08**
- 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.

GO ON TO THE NEXT PAGE

ACT Reading Practice

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? **1.11.14**
- 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.
33. Hemingway's attitude toward Sherwood Anderson is one of: **1.11.28**
- A. confusion.
 - B. sympathy.
 - C. jealousy.
 - D. admiration.
34. As it is used in line 16 of the essay, the word *solemnity* most nearly means: **1.11.02**
- F. solidarity.
 - G. seriousness.
 - H. ritual.
 - J. curiosity.
35. The essay suggests that "A Story Teller's Story" is primarily concerned with describing: **1.11.10**
- 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 44–46) means that the author thinks that Anderson: **1.11.30**
- 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 Anderson's previous work? **1.11.09**
- 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, "A Story Teller's Story" is a better book than "Many Marriages" because Anderson: **1.11.11**
- F. was at last able to make good use of his knowledge of Latin.
 - G. was uncertain of his skill when writing "Many Marriages."
 - H. had stopped his association with honest politicians.
 - J. had finally learned to take himself and his work more seriously.
39. According to the essay, Anderson has included at least one of each of the following character types in "A Story Teller's Story"? **1.11.09**
- A. teamsters and writers
 - B. bartenders and boxers
 - C. baseball players and doctors
 - D. all of the above
40. It can be inferred that the author of the essay believes which of the following about Sherwood Anderson? **1.11.28**
- F. His talents can be so subtle that supposedly knowledgeable people can't appreciate them.
 - G. The suggestions of his New York friends have been the inspiration for much of his finest work.
 - H. "A Story Teller's Story" is the only work of real value that he has created to date.
 - J. His strength as a writer is in the novel, where he can develop characters in a leisurely and thorough way.

The ACT English Test

The ACT English Test measures your ability to recognize errors, correct them, and improve the structure of sentences and paragraphs. There are five passages in the test. Each passage is followed by approximately 15 multiple-choice questions. Each question has four possible answers.

Taking the ACT English Test is similar to revising the first draft of an essay or a report you are writing. The weaknesses in the test passages are the same type that appear in student writing. Sentences and paragraphs may be wordy or have poor structure, and meanings may not be clear. You will need to determine how the author's ideas can be expressed more clearly and effectively.

The Passages

Passages are written in different styles and cover a variety of topics. Certain words or phrases may be underlined. Some, but not all, of the underlined words and phrases will contain obvious errors in mechanics, grammar, or usage.

The Questions

About half of the questions will refer to specific words or phrases in the passage. You will be asked to select the answer that most accurately expresses the idea in the underlined section. The first choice in each of these questions is NO CHANGE.

The remainder of the questions will be about the passage as a whole. These questions will focus on strategy and organization.

- *Strategy* involves deciding on appropriate content and style in writing, given the purpose of the piece and its intended audience. Improvements in strategy might be adding or deleting material, changing the opening and closing sentences, and changing or adding transitions between sentences or paragraphs.
- *Organization* relates to the sequence in which ideas or events are presented and the relevance of statements within the text. It requires judgment about the overall order, coherence, and unity of the writing.

Test Content

Punctuation: apostrophes, commas, periods, question marks, exclamation points, quotation marks, and other punctuation

- Questions will focus on ways that punctuation makes the writer's meaning clear.

Grammar and Usage

- Agreement between subject and verb, modifier and object, and pronoun and antecedent
- Verb tenses and verb formation
- Comparative and superlative forms of adjectives and adverbs
- Pronouns (those used as subjects of verbs or as objects of verbs or those used to show possession)
- Idioms and idiomatic usage

Sentence Structure

- Relationships between and among clauses
- Placement of modifiers (adjectives and adverbs) and of modifying clauses

The ACT English Test – Sample Passage and Questions

This sample passage is shorter than passages you will read on the practice and official ACT tests. The three sample questions, however, are similar to questions used on the tests.

I know of two kinds of pack rats: the¹
furry four-footed ones that live in the desert
and the smooth-skinned, two-footed ones
that live in my house. The desert pack rats
build complex nests called “middens” and
search their environment for interesting
objects to carry back to enhance their nests.
The pack rats in my house collect mostly
useless objects such as china that is chipped,²
strange stones, and moldy magazines. Like
their desert counterparts, my family pack rats
carry their treasures home and refuse to be
parted from them. But unlike the desert rats,
my mother, father, and younger brother crave
my admiration for their precious finds. [3]

S1. A. NO CHANGE

- B.** rats the
- C.** rats; the
- D.** rats. The

The correct answer is A. A colon is the appropriate punctuation in this situation.

S2. F. NO CHANGE

- G.** china likely to be chipped,
- H.** chipped china,
- J.** china, which has been chipped,

The correct answer is H. This choice avoids wordiness and maintains parallel structure.

S3. At this point the writer is considering adding the following true statement:

Nevertheless, I continue to love these people.

Should the writer make this addition here?

- A.** Yes, because it explains the writer’s feelings about her subject.
- B.** Yes, because it answers a question the reader is likely to have.
- C.** No, because it does not explain how the writer feels about desert pack rats.
- D.** No, because it distracts the reader from the main focus of the essay.

The correct answer is D. The additional material would be distracting rather than useful.

The ACT English Test – Test-Taking Tips

Remember that you score points for correct answers. Read the passages quickly so that you will have enough time to answer all the questions.

- *Read the whole essay without pausing to think about errors.* Get a sense of the essay’s purpose and intended audience before you answer any questions.
- *Read each question carefully.* Some questions ask you to recognize specific errors, such as the incorrect use of an apostrophe. Other questions ask you to make a judgment about whether the passage as a whole meets a particular writing goal.
- *Look for a specific problem in a sentence where some words have been underlined.* Is the sentence a fragment? Does it run on? Do all the parts fit together the way they should?
- *Identify subjects and their verbs, and pronouns and their antecedents.* Make sure that they are in agreement. Don’t be distracted by words, phrases, or clauses that appear between the subjects and verbs or the pronouns and their antecedents.
- *Watch for redundant expressions such as “difficult dilemma” and awkward wording such as “the reason is because.”*
- *Consider the context.* Passages are written in a variety of styles, and the correct answer to a question will conform to the style of the passage. Regardless of style, all correct answers will follow the rules of Standard English.

How to Prepare for the ACT English Test

Review key points about grammar and usage in a grammar handbook.

Read widely books and articles that use Standard English. The more Standard English you are exposed to, the more likely you are to recognize errors in grammar and usage.

As you read, notice good writing. Take note of how a sentence presents a complicated thought in a clear way and how a paragraph shows coherence and unity.

Reread your own writing. Look at first drafts of past essays or reports. Think about comments made by teachers or by others who have helped edit your work. In particular, notice changes you made that improved the sequence and unity of the final draft.

Write often and for different reasons. Edit your writing to correct mistakes and improve coherence and unity. Strive for expression that is clear, concise, and interesting.

ENGLISH TEST*45 Minutes—75 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, is the most appropriate Standard English statement, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best choice, mark NO CHANGE.

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

Underlining is not used to highlight this material; instead it is identified by a number in a box.

Read each passage through once before you begin to answer the questions. For each question, choose the alternative you consider best. Generally, you cannot determine an answer without reading several sentences beyond the numbered part. 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 supply-siders ⁵ usually want income-tax cuts. They believe that will

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

- A. NO CHANGE
 B. theories supply-side
 C. theories: supply-side
 D. theories, supply-side
- F. NO CHANGE
 G. demand that set
 H. demand, that set
 J. demand, of which set
- A. NO CHANGE
 B. back, consequently
 C. back
 D. back, seemingly
- F. NO CHANGE
 G. swear by
 H. put their faith in
 J. believe in
- A. NO CHANGE
 B. goods; such as computers or automobiles,
 C. goods such as, computers or automobiles
 D. goods, such as computers or automobiles,
- 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

7

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

9

during that period control the huge inflation, increasing

10

unemployment, slowing economic growth. Supply-side

11

economics, at least at first, tends to increase income

12

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.

13

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?
F. 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 growth

14

without inflation, rising production, and a renewed stock market. During President Reagan's second term, many of these positive events, did 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. 15

14. F. NO CHANGE
G. were certain the promise would be kept of
H. promised the guarantee of
J. promised
15. Suppose the writer had intended to write a brief essay persuading readers that supply-side economics is the best way to manage the nation's economy. Would this essay meet that goal?
- A. Yes, because the essay supplies evidence that supply-side economics has only positive effects.
B. Yes, because the author focuses on why supply-side economics increases income equality while improving the supply of goods and services.
C. No, because the essay mostly describes supply-side economics and its positive and negative effects during the Reagan years.
D. No, because the tone of the essay is so partisan that no persuasion would be likely to occur.

PASSAGE II**Take Suffrage Seriously**

In a democracy, people have the opportunity to affect their own everyday lives. What's by voting. If ¹⁶ you don't participate in an election, you

cannot but complain that your needs aren't being met. ¹⁷

Consider how basic and crucial a right suffrage is. 18

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, ¹⁹

“basic to self-government.” If you are excluded from the right of suffrage, you're like excluded as an outcast ²⁰

from a basic means of participating in the political decision-making process.

Voting restrictions exist in nearly every country, although depending on it's laws, ²¹

they vary. Voting requirements are similar even in ²² different parts of the world and under different systems of government

where the voting criteria have much in common. ²³

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.

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.
19. A. NO CHANGE
B. is as one noted scholar said
C. is as one noted scholar, said
D. is, as one noted scholar, said,
20. F. NO CHANGE
G. you're excluded
H. you're excluded and being cast out
J. like an outcast being excluded
21. A. NO CHANGE
B. its laws,
C. it's laws.
D. its laws
22. F. NO CHANGE
G. it varies.
H. it has varied.
J. they have varied.
23. 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.

GO ON TO THE NEXT PAGE

ACT English Practice

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,

24

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

25

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 keeps the powerful in control.

26

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

27

entitled to vote. Soon after that, religious and property

27

qualifications were eliminated. It was legal to restrict blacks from voting until the 15th amendment to the Constitution was ratified after the Civil

War, which began relieving slavery. Women weren't

28

granted suffrage until 1920 with the 19th amendment. The right to vote was extended to 18-year-olds in 1971 with the 26th amendment.

Imagine being a woman in the United States during World War I or an 18-year-old during the 1960s. In both of these different cases, you would have been

29

denied the right to vote. So if you are eligible to vote, be sure to do so. Don't take your right to vote for granted: at another time in our nation's history, that

30

right might not have been yours at all.

24. F. NO CHANGE
 G. religion, taxpaying, education
 H. religion taxpaying, and education
 J. religion, and taxpaying, and education
25. A. NO CHANGE
 B. Hence,
 C. In fact,
 D. In contrast,
26. 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,
27. The author means here to illustrate how voting laws at the time the Constitution was created were different from voting laws 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.
28. F. NO CHANGE
 G. War, when they started abolishing slavery.
 H. War, which abolished slavery.
 J. beginning of slavery abolition after the war.
29. A. NO CHANGE
 B. both of these situations
 C. one case or in the other one
 D. either situation
30. Which of the following alternatives to the underlined portion would NOT be acceptable?
 F. granted. At
 G. granted, at
 H. granted, since at
 J. granted; don't forget that at

GO ON TO THE NEXT PAGE

PASSAGE III**Greenland**

Most people know little about Greenland, that huge island northeast of North America. Also known as Kalaallit, it is actually the worlds largest island. Green-

(31)

land is about 1,650 miles long and 250 miles wide. ³²

Over two-thirds of its territory is north of the Arctic, and its northernmost point is less than 500 miles across the Arctic Ocean from the North Pole. Greenland's craggy southern coastline, the only

habitable portion where people can live, is 24,430 miles

(33)

long; and the temperature in that area can reach 50

(34)

degrees Fahrenheit in July.

The largest settlement is the capital, which is called Nuuk or Godthab, and that is where close to

35

one-quarter of the population lives. Most inhabitants are Greenlanders, a mixture of Eskimo and whites born in Greenland; immigrants, mainly from Denmark, is about

36

31. A. NO CHANGE
 B. our worlds
 C. the world's
 D. the worlds'
32. At this point, the writer is considering adding the following true statement:
 Greenland covers an area that is approximately three times the size of Texas.
 Should the writer make that addition here?
 F. Yes, since the writer makes other references to Texas in the essay.
 G. Yes, since the information gives the reader a better idea of Greenland's size.
 H. No, because the climate of Texas is so different that the comparison is useless.
 J. No, because it distracts the reader from the main focus of the paragraph and does not logically fit at this point.
33. A. NO CHANGE
 B. portion that human people can inhabit,
 C. habitable portion for people,
 D. habitable portion
34. Which of the following alternatives to the underlined portion would NOT be acceptable?
 F. long, and the
 G. long, the
 H. long; the
 J. long. The
35. A. NO CHANGE
 B. which is where
 C. being the place
 D. where
36. F. NO CHANGE
 G. being
 H. make up
 J. OMIT the underlined portion.

GO ON TO THE NEXT PAGE

ACT English Practice

12% of the population. The two major languages are Danish and Greenlandic, and many people also speak English. Greenlandic comes from the creation of a

37

single literary language from many similar Eskimo dialects. The population of Greenland is highly literate,
all

38

Greenlanders over the age of 15 are able to read and write. [39]

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 985. Despite their efforts, this Norse settlement

41

disappeared around 1400. During the 16th century, European explorers charted the island's coast, and

Greenland was settled in 1721 by Hans Egede, a

42

Norwegian missionary, for Denmark.

37. A. NO CHANGE
B. was the creation of
C. was formed by creating
D. created
38. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. literate; all
G. literate, since all
H. literate; since all
J. literate, and all
39. At this point, the writer is considering adding the following true statement:
The national holiday of Greenland is June 21, the longest day of the year. Should the writer make this addition here?
A. Yes, since most readers will find this detail very interesting.
B. Yes, since the statement fits well with the main purpose of this paragraph.
C. No, since this information is not appropriate in this paragraph.
D. No, since it contradicts information in the first paragraph.
40. F. NO CHANGE
G. been migrated
H. were migrated
J. had been migrated
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

GO ON TO THE NEXT PAGE

ACT English Practice

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

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. However the Danish government wouldn't sell, it gave the United States permission to retain and develop a radar and weather patrol base at Thule.

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, 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.

Remind students to read the choices carefully. It is essential to notice how the choices differ from one another. Encourage students to make good use of their time. They need to be aware of how much time they have left. When they reach this point in the test, they will have completed about half of the questions. They should have about half the testing time left.

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. OMIT the underlined portion.

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

46. Suppose the writer had intended to write a brief essay persuading people to visit Greenland as tourists. Would this essay successfully fulfill the writer's goal?
- F. Yes, because the essay provides a great deal of information about the land, people, and history of Greenland.
 - G. Yes, because the essay lists many activities that tourists would enjoy.
 - H. No, because the factual information in the essay is not designed to appeal to tourists.
 - J. No, because the tone of the essay makes Greenland sound potentially dangerous for tourists.

GO ON TO THE NEXT PAGE

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. It was a protective layer, keeping me safe from the rejection of others.

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

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, and more leafy, vegetables; and generally taken better care of her body. 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, 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 dodgeball.
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

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 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

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.

GO ON TO THE NEXT PAGE

ACT English Practice

who appearance⁵⁶ is a concern, muscle tissue makes you look leaner and less lumpy.

While⁵⁷ I reached my

goal of loss of weight⁵⁸, the first thing I did was throw

away all of my old “fat” clothes, buying⁵⁹ a whole new

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 nevertheless⁶¹, even when there’s an elevator in sight, I always take the stairs!

56. F. NO CHANGE
G. who’s appearance
H. who appear
J. whom appearance
57. A. NO CHANGE
B. So
C. However
D. When
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,

GO ON TO THE NEXT PAGE

PASSAGE V**The First Lady of Lawn Tennis**

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

On September 3, 1878, Dorothea Katherine
 Douglass was born in Ealing, England. Her father was
 an Anglican clergyman. In 1907 she married merchant
 Robert Lambert Chambers. She learned tennis at the
66
 Ealing Lawn Tennis Club.

Back then, women's tennis was not taken seriously.
 Its purpose was to entertain, by staging matches at
67
 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
68
 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.

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. struck a blow for women's
C. struck blows for women's
D. struck blows for women
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

GO ON TO THE NEXT PAGE

ACT English Practice

[1] Chambers had a definite playing style. [2] This⁶⁹ 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 1903⁷⁰

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.⁷¹

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

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

When play resumed after World War I ended, twenty-year-old French sensation Suzanne Lenglen ended forty-year-old Chambers' reign in competitive matches. She died in 1960. Chambers then became the elder stateswomen of tennis, and became the first female councilor of the Lawn Tennis Association. She inspired many with her book, *Lawn Tennis for Ladies*.

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 this paragraph:
- 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
73. A. NO CHANGE
B. exist.
C. be existing.
 D. have existed.

GO ON TO THE NEXT PAGE

ACT English Practice

Dorothea Lambert Chambers was committed to winning, and she changed tennis's face certainly
74

forever. She was the first female to play with intensity.
75

74. F. NO CHANGE
G. changed, certainly, tennis' faces
H. changed the certain faces of tennis
 J. certainly changed the face of tennis
75. The author wants to link the beginning and end of the essay. Which of these choices best achieves this?
A. NO CHANGE
B. intensity and competitiveness.
C. intensity, destroying the "hysterical female" myth.
 D. 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.

The ACT Writing Test

The ACT Writing Test measures your ability to write a short, well-organized and grammatical essay in a limited amount of time. The question provides a writing prompt that defines an issue and describes two points of view on that issue. This test is optional.

In your essay you may develop one of the perspectives offered in the prompt or if you prefer, you may present an original point of view on the issue.

Scoring the ACT Writing Test

Two trained readers will score your essay. You can review the scoring guide for the ACT Writing Test at the front of this workbook for more information on how writing tests are scored.

Your essay will be evaluated on how well you do the following:

- define your position on the issue
- develop your point of view
- use details and arguments to support your point of view
- organize your ideas
- use Standard English, appropriate vocabulary, and varied sentence structure
- avoid errors in grammar, usage, and mechanics

ACT Writing Test – Sample Prompt

Think about how you would develop an essay based on the following prompt.

Good teachers are the heart of education: nothing is more important to the process of learning than having teachers who are passionate about their subjects and eager to explore them with students. Yet, despite the importance of what they do, teachers' salaries remain low in comparison with those of other professions. Some people maintain that the best way to improve American education is to raise teachers' salaries, attracting new teachers, including those who have previously worked in other fields. Others argue that, since the amount teachers' salaries would be raised is most likely insignificant, it is more important to give teachers a greater voice in the school and to support them in creating an environment that truly stimulates learning.

In your opinion, is raising teachers' salaries the most effective approach to recruiting and retaining good teachers?

The ACT Writing Test – Writing Tips

Remember that your essay will be scored as a rough draft. Scorers do not expect to see a polished essay, but they are looking for a well-developed point of view, correct grammar and mechanics, and neat handwriting.

- *Choose the point of view for which you think you can write the best essay.* Your goal is to write a clear, strong essay that includes a persuasive argument.
- *Use your time wisely.* Take a few minutes to think about the question and plan your response. You may want to make notes or create an outline of your argument.
- *Follow the rules of good writing.* Use the active voice and strong verbs. Do not depend on adjectives and adverbs to express your ideas. Use accurate and specific vocabulary and avoid obscure and pretentious language.
- *Stick to the topic.* Essays that wander from the topic or are poorly organized get low scores. Essays that are off the topic receive a score of zero.
- *Think of relevant and meaningful examples to support your point of view.* You are writing about what you think, not about what most people think.
- *Use your own expertise.* Choose a subject you are familiar with. Use your special knowledge—about anything from music and sports to computers, cooking, and travel—to make your essay more persuasive and interesting.
- *Accentuate the positive.* Some people are good at writing descriptions, and others can present persuasive arguments. Try to write a well-rounded essay, and use your specific writing skills to your benefit.

How to Prepare for the ACT Writing Test

Read opinion articles in your local newspapers and in the national press. Analyze the arguments the authors make and the examples they use.

Keep up with current events. Discuss issues in the news with your family and friends. Practice your persuasive skills.

Listen to other people debate. If your school has a debate team, go to the meets or attend a few practices. See how trained debaters build an argument and support their point of view.

Write often, for different purposes and for different audiences. In addition to the writing you do in school, consider writing a letter to the editor of your local paper about an issue in your town.

WRITING TEST

30 Minutes—1 Question

DIRECTIONS: In this test of your writing skills, you will have 30 minutes to write an essay in English. Read the prompt carefully before you plan and write your essay. Your essay will be scored on how well you develop your position on the issue in the prompt, using logical reasoning to support your ideas. Write clearly and effectively according to the conventions of Standard English. Write or print clearly; illegible essays cannot be scored.

ACT Assessment Writing Test Prompt

Teachers often give group assignments so that students can experience the process of working together and pooling their talents to achieve a result that none of them could have achieved by working alone. While some students enjoy this collaborative effort, others prefer to work individually and insist they should not have to endure the time-consuming demands of working with others. What is your opinion about the value of group assignments?

In your essay, take a position on this question. You may argue in favor of group assignments or against them, or you may present a different point of view on this issue. Support your position with specific reasons and examples.

Remind students to read the prompt carefully.
Emphasize that they must respond to the specific assignment given.



WorkKeys Reading for Information Practice Test

The WorkKeys *Reading for Information* Test

WorkKeys *Reading for Information* test measures your ability to read and understand literary and informational texts. The test focuses on skills that employers believe are critical to success in the workplace, such as reading, listening, locating information, and teamwork.

The WorkKeys *Reading for Information* test includes 15 passages and 33 multiple-choice questions. Students have 45 minutes to complete the test.

- Passages range in length from 50 to 500 words.
- They include memos, policy statements, procedures, government regulations, and other business-related texts.
- Passages are arranged in order of difficulty from the easiest to the most difficult.
- Each passage is followed by one, two, or three multiple-choice questions.

What skills does the WorkKeys test measure?

Questions on the test assess the following skills:

- Identifying significant details
- Identifying main ideas
- Understanding word meanings
- Applying instructions, information, and reasoning

The WorkKeys test rates students' skills on 5 levels, from Level 3 to Level 7. At all levels, the materials are basically the same type. They represent increasing difficulty, however, ranging from simple policy statements to complex reading materials with technical language and complicated concepts.

- At **Level 3**, students can read basic words and identify main ideas and stated details in a passage. They can follow and apply a simple step procedure in a set of instructions.
- At **Level 4**, students can apply instructions with several steps, identify cause-and-effect relationships, and use context to determine the meaning of new words.
- At **Level 5**, students can apply straightforward instructions to new situations. They understand specialized vocabulary, words with more than one meaning, and acronyms.

- At **Level 6**, students can understand complex documents and apply information to new situations. They can also understand the rationale behind written policies and procedures.
- At **Level 7**, students can analyze underlying principles in complex documents and apply those principles to situations that are quite different from the ones described in the material.

Why should I care about my WorkKeys test results?

Your WorkKeys test results will be combined with scores from other parts of the PSAE to demonstrate how much you have accomplished in English language arts in school. The WorkKeys results can also be used to determine what jobs you are prepared to assume. The results will also indicate which skills need improvement.

WorkKeys *Reading for Information* – Sample Passage and Question

Employment Opportunities

DBA Sales and Service, Inc. is expanding staff at our company headquarters. We have openings for the following positions:

Secretaries and Office Managers
Truck drivers
Warehouse workers
Customer Service representatives
Sales and Marketing consultants

Application forms are available at our office at 321 Main Street, Cityville, IL 60199, weekdays from 9:00 a.m to 5:00 p.m. All employees receive health insurance and two weeks paid vacation. Veterans and individuals fluent in a foreign language are encouraged to apply. Applicants must provide names and telephone numbers for two individuals who can supply reference.

DBA Sales and Service, Inc. is an Equal Opportunity Employer.

Which of the following is a benefit of working at DBA Sales and Service, Inc.?

- | | |
|---|---|
| <ul style="list-style-type: none"> A. foreign-language classes B. health insurance C. personal days D. one week paid vacation E. training in sales | <ul style="list-style-type: none"> A. INCORRECT People who speak a foreign language are encouraged to apply. B. CORRECT Employees of DBA Sales and Service, Inc., receive health insurance. C. INCORRECT The job notice makes no mention of personal days. D. INCORRECT The job notice states that employees receive TWO weeks paid vacation. E. INCORRECT Sales jobs are available at DBA Sales and Service, Inc. |
|---|---|

WorkKeys Reading for Information Practice Test

45 Minutes—33 Questions

WARNING

WHEN USING ELECTRICAL APPLIANCES, BASIC SAFETY PRECAUTIONS SHOULD ALWAYS BE FOLLOWED TO REDUCE THE RISK OF FIRE, ELECTRIC SHOCK, OR OTHER INJURIES.

BE SURE TO DO THE FOLLOWING WHEN USING THE HEATER LOCATED IN THE FACTORY BALCONY:

1. USE ONLY A 120V ELECTRICAL OUTLET.
2. AVOID THE USE OF AN EXTENSION CORD BECAUSE IT CAN OVERHEAT.
3. KEEP FLAMMABLE MATERIALS SUCH AS FURNITURE AND CURTAINS AT LEAST 3 FEET FROM THE FRONT OF THE HEATER.
4. ALWAYS UNPLUG THE HEATER WHEN IT IS NOT IN USE.

1. According to this warning, why is it important to follow the safety precautions for the factory heater? 1.11.20
 - A. so no one is injured
 - B. to avoid work at the factory
 - C. in order to heat the entire factory
 - D. so the furniture does not overheat
 - E. to keep the heater in working order

GO ON TO THE NEXT PAGE



STARWORKS

To: All Employees of StarWorks
From: Building Manager
Re: Repaving of Parking Lot

Please be advised that on Monday, September 22, we will begin repaving Parking Lot B on the north side of the building. This lot will be closed from Monday, September 22, through Wednesday, September 24. If you currently use this lot, please park your vehicle in Lot C on Jefferson Street. Lot A, on the west side of the building on Groveland Avenue, is reserved for customers.

Thank you for your patience in this manner.

2. Based on the memo shown, where should employees park their cars on September 22 if they currently use Parking Lot B? 1.11.09
- A. They should park their cars in Lot A.
 - B. They should park their cars in Lot C.
 - C. They can park their cars on Groveland Avenue.
 - D. They should park their cars in front of the building.
 - E. They should continue to use Lot B.

MediaBlast Employee Notice

Vending Machines

Effective immediately there will no longer be vending machines in the break room. Due to excessive problems with the maintenance of these machines, it is no longer economical for the company to provide this service.

Employees wishing to purchase food or beverages during the workday are asked to use the vending machines in the common area on the 3rd floor or to bring in their own food or beverages. If you choose to bring your own food or beverages, please label the items with your name and place them in the refrigerator located in the downstairs break room.

Thank you for your cooperation.

Human Resources

3. If you bring your own soda to work, what should you do with it? 1.11.24
- A. Keep it at your desk so no one else will drink it.
 - B. Put it in the refrigerator in the common area on the 3rd floor.
 - C. Put it in the old vending machines in the down stairs break room.
 - D. There will be no more soda allowed in the company during the workday.
 - E. Label it with your name and put it in the refrigerator in the downstairs break room.

GO ON TO THE NEXT PAGE



Videx Technologies

Insurance Enrollment Procedures

Greetings:

Welcome to your new group insurance program at Videx Technologies.

Videx is implementing a new health and dental program through LifeLong Insurance. In addition, the current TLS vision plan will change to Planned Vision Service (PVS). Both of these changes will become effective on June 1. Each employee will be enrolled in the new benefits program based on the company's list transfer process handled by Jill Dandy; therefore, no paperwork is necessary for these core benefits.

Videx Technologies is excited to offer you the opportunity to purchase additional life insurance coverage through LifeLong for your family and dependents. If you are interested, please complete the LifeLong Enrollment form and submit it to Jill Dandy.

Please don't hesitate to contact me if you have any questions.

Sincerely,

Jill Dandy

Jill Dandy
Human Resources Director
Videx Technologies
jdandy@videx.com
Ext. 2645
Level 4

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

4. According to this memo, what should you do if you want to enroll in the new health and dental plan? 1.11.24
- A. You need to contact Jill Dandy.
 - B. You will be enrolled automatically.
 - C. You need to call LifeLong Insurance.
 - D. You need to complete the enrollment form.
 - E. You need to have all family members sign the change form.
5. If you want additional life insurance coverage for your children, which of the following should you do? 1.11.09
- A. Contact your manager.
 - B. Call LifeLong Insurance.
 - C. Submit a form to the human resources director.
 - D. All dependents are automatically enrolled.
 - E. There is no life insurance coverage for children.

GO ON TO THE NEXT PAGE

All Employees Boating Excursion

From Rene Stipanloski, Special Projects Coordinator

On Friday, March 4, our CEO, K. T. Lee will be at the helm of her new boat to take all employees for an excursion on the bay.

Plan to leave the office around 3:00 p.m. and travel to Pelican Marina. If the weather cooperates, we'll take a quick spin around the bay. We should be back at the dock between 5:30 and 6:00 p.m. If it is raining at 3:00 p.m., we'll meet in the parking garage at Pelican Marina; otherwise go directly to the pier. Beverages and snacks will be served.

Please wear shoes with soft soles (preferably of non-marking material) and bring a wind breaker/jacket in case we run into rain.

You will be receiving a map to the marina in your e-mail. The boat is docked at Pier 29.

If the Pelican Recreational Area guard booth is staffed, just tell them you are going to the marina for the Lee Party, and they should let you in for free. Also, Pier 29 is in the middle of the marina nearest to the yacht club. There is a parking gate that is usually open till 5:00 p.m., but if it's down, I will be near the entrance with a key card to let everyone in. If there are any issues, call me on my cell phone.

WorkKeys Reading for Information Practice Test

6. If it's raining at 3:00 p.m., where should you meet the other employees to go to the boat? 1.11.09
- A. the outing will be cancelled
 - B. at the marina parking garage
 - C. at the office parking lot
 - D. at the guard booth
 - E. at Pier 29
7. What important information is left out of this memo? 1.11.19
- A. the name of the bay
 - B. the address of the office
 - C. the name of the company
 - D. the coordinator's cell phone number
 - E. the travel time from the office to the marina

GO ON TO THE NEXT PAGE

Installation of Garbage Disposal

Be sure to turn off all electrical power at the circuit breaker before removing the existing garbage disposal and installing a new disposal unit.

1. Disconnect sink drain.
 - a. Loosen nut A at the top of P-trap with pipe wrench.
 - b. Loosen nut B at top of extension pipe. Remove extension pipe.
 - c. Loosen nut C at base of sink flange (if nut is corroded or too tight, apply penetrating lubricant).
 - d. Push sink flange up through sink hole and remove.
 - e. Clean sink flange area of any putty or other debris.
2. Disassemble new disposal mounting assembly.
 - a. Insert screwdriver into one mounting lug and hold lower mounting ring with one hand.
 - b. With the other hand, turn mounting assembly counterclockwise to remove mounting assembly from lower mounting ring.
 - c. Turn mounting assembly over and loosen three mounting screws to access snap ring.
 - d. Use screwdriver to pry snap ring off of sink flange.
 - e. Take mounting assembly apart.
3. Install flange in sink hole.
 - a. Roll 1/4 pound of non-hardening plumber's putty to make a 3/4 inch thick rope to seal around sink flange.
 - b. Apply putty evenly around sink hole in indentation left by sink flange.
 - c. Align flange so text is readable, and press sink flange slowly but firmly into sink drain hole to sit evenly on putty.
 - d. Use screwdriver or putty knife to scrape all putty from edge of sink hole.
4. Follow the remaining steps pictured in this guide to complete the installation.

WorkKeys *Reading for Information Practice Test*

8. What is the best way to loosen any lugs or screws that are too tight? 1.11.22
- A. Adjust them with a putty knife.
 - B. Pour hot water on them.
 - C. Use some type of oil or grease.
 - D. Try a smaller wrench.
 - E. Use a fiber gasket.
9. After you turn off the electricity, what do you need to do before installing a new garbage disposal according to the instructions? 1.11.19
- A. Remove the current disposal.
 - B. Put together the new disposal.
 - C. Assemble all the tools you need.
 - D. Clean out the pipes under the sink.
 - E. Run warm water through the old disposal.

GO ON TO THE NEXT PAGE

Rental Agreement

Rent: Tenant shall pay Landlord, or Landlord's agent, as rent for the sum stated in this agreement on the first day of each calendar month, in advance at Landlord's address, or as Landlord may designate in writing.

Late Charges: A charge in the sum of \$10.00 shall be immediately due and payable by Tenant for each installment of rent not paid by the tenth day of the month.

Security Deposit: The Tenant has deposited with the Landlord a security deposit of one month's rent to be held by the Landlord to secure faithful performance by the Tenant of all provisions of the lease. Landlord may apply all or any part of the deposit to payment due the Landlord or for damages to the property caused by the Tenant.

Use of Property: The Tenant will not allow the premises to be used (a) for any purpose that will increase the rate of insurance or (b) for any purpose other than for a residential premise. Tenant will not allow premises to be used for any unlawful purpose or for any purpose that will injure the reputation of the building. (c) Tenant will not allow anything to be thrown out of the windows or into any common areas; nothing shall be hung from the outside of the windows, patio, deck, or porch of the building. (d) No bird, dog, cat, or other domesticated animal shall be kept at the premises without the Landlord's written consent (which may be revoked at any time); if permission is granted for a pet, no animal is allowed in the elevators or public areas without a leash. (e) The common areas will not be used for laundry, cooking, sleeping, or storage of bicycles, furniture, or other property of the Tenant. If any of the above conditions are found by the Landlord, this lease agreement can be terminated immediately at the Landlord's discretion.

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

10. What does the word premises mean as used in this agreement? 1.11.02
- A. information previously stated in an agreement
 - B. a building or part of a building to be leased
 - C. a piece of land used for agriculture
 - D. the introduction to a legal document
 - E. any property owned by a landlord
11. According to the agreement, which would be a reason to terminate the lease? 1.11.22
- A. if the porch or deck was painted
 - B. if the monthly rental payment was late
 - C. if a building residence was used as a daycare center
 - D. if no security deposit was given
 - E. if the renter owned a bicycle

GO ON TO THE NEXT PAGE

Park Regulations

Sec. 11-1-1

A. **Purpose and Definition.** In order to prevent the parks, parkways, recreational facilities, and conservancy areas within the City from injury, damage, or desecration, these regulations are enacted. The term “park” as hereinafter used in this Chapter shall include all grounds, structures, and watercourses which are located within any area dedicated to the public use as a park, parkway, recreational facility, or conservancy of the City.

B. **Specific Regulations**

1. **Littering.** No person shall litter, dump, or deposit any rubbish, refuse, earth, or other material in any park.
2. **Pets.** Dogs, cats, or other pets are prohibited in all City parks, unless permitted by the Parks and Recreation Board. Excepted from the prohibition are animals specifically trained to assist the disabled.
3. **Fires.** No person shall start, tend, or maintain a fire except in personal grills or designated fireplaces. Personal grills shall be used in designated picnic areas only. All fires should be thoroughly extinguished before leaving the area. Unburned fuel and ashes from extinguished fires shall be disposed of in such a manner as to prevent damage to any park property.
4. **Park Property.** No person shall kill, injure, or disturb birds or animals, wild or domestic, within any park. No person shall cut down, trample, deface, or maim in any manner any tree, shrub, flower, soil, fountain, building, or other park property.
5. **Vehicles.** All motorized vehicles are restricted to designated parking areas, roads, and drives. Speed limit is 15 mph. Snowmobiles are not allowed.
6. **Park Hours.** Subject to certain exceptions, all City parks shall be closed to persons from 9:00 p.m. to 7:00 a.m. the following day. The **exceptions** are:
 - a) Persons launching or loading a boat at a public boat ramp or public dock.
 - b) The hiking trails are closed from 9:00 p.m. to 6:00 a.m.
 - c) Scheduled athletic games at least halfway concluded by 9 p.m. shall be allowed to continue at Cutler Park until 12:00 a.m.

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

12. If you wanted to hike in Reed Park, what is the earliest your hike could begin? 1.11.25
- A. 6:00 a.m.
 - B. 9:00 p.m.
 - C. 1:00 p.m.
 - D. 7:00 a.m.
 - E. 12:00 a.m.
13. What would be the best way to dispose of ashes to prevent damage to the park? 1.11.19
- A. Put hot ashes in a paper bag and then put it in a garbage container.
 - B. Extinguish hot ashes with oil and then put them in a plastic bag.
 - C. Let the hot ashes cool and then put them in a plastic garbage container.
 - D. Leave the hot ashes in the fireplace and then cover them with plastic.
 - E. Pour water on the ashes and then put them in a metal container with a lid.

GO ON TO THE NEXT PAGE

Business Procedures



To: All Employees
From: Shipping Manager

Below please find the new procedures for shipping a package or letter by Express Mail. Thank you in advance for your attention to this matter.

PROCEDURES:

- I. General—Sender determines who will pay for the service. (Company Department or Outside Vendor)
 1. **Shipping Department**—provides prepaid stamps or provides account information to enable correct billing (account number of the department requesting the service).
 2. **Vendor**—request Express Mail service account number.
 3. After normal business hours, sender is responsible for obtaining necessary supplies and stamps that are stored in the Reception area. Sender prepares the package for shipping and then deposits the package in the Express Mail box located outside of the Johnson Building at the Collins Street entrance by 6:00 p.m.
- II. Express Mail—Prepaid stamps are the preferable method of mailing when our company is paying for the service.
 1. The Express Mail prepaid stamps cover a majority of shipments; however the stamp will not apply in all cases. Examples where air bills will still be required in lieu of the stamp are:
 - 1.1 Shipments to Alaska, Hawaii, Puerto Rico, more than or a foreign destination.
 - 1.2 Packages weighing more than 5 pounds.
 - 1.3 Hazardous materials shipments.
 - 1.4 Saturday delivery requirements.
 2. To prepare the prepaid stamp for mailing:
 - 2.1 Complete the return address information.
 - 2.2 Complete the receiver address information.
 - 2.3 Remove the Customer Package Tracking number sticker (upper left corner) and retain for package tracking purposes.

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

14. After normal business hours, if your department was paying to ship a package within the United States, what steps would you follow? 1.11.16
- A. Prepare an air bill and drop the package in the Express Mail box on Collins Street.
 - B. Obtain shipping supplies from the Reception area; prepare prepaid shipping stamp and drop the package in the Express Mail box on Collins Street.
 - C. Provide the Shipping Department with a prepaid stamp and the package for shipping.
 - D. Provide the Shipping Department with department billing information and they will prepare and ship the package.
 - E. Request an Express Mail service account number, prepare package for shipping, and give it to the Shipping Department to mail.
15. In this memo, what does the term vendor refer to? 1.11.03
- A. a supervisor in the Shipping Department
 - B. a cart used to transport Express Mail
 - C. an area where mail is prepared
 - D. a machine that dispenses materials for express mailing
 - E. a merchant or business that sells products

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

Dear Rajeev,

I am replying to your e-mail from January 22. Granite Systems recommends Hatter e-mail with the Matrix LLL add-on for the Brighton Trilogy handheld for your company. You can download both from the Hatter e-mail site.

You will need to download and install "Hatter E-mail Full" and "Hatter E-mail Matrix LLL." Initially you can try it for free but once you like it (and you will) you will need to pay \$39 for Hatter and \$12 for Matrix LLL.

Once you've downloaded and installed the above software onto your computer, you need to synchronize it with your Trilogy and configure it to use the software.

Below are instructions for this:

- Select **New Account**, then Select **Generic INP Account**.
- In **Edit Mailbox** for your Granite Systems account, you want the following settings:

Define Tab: Name your Mailbox "Granite Systems"

IMAP Server: mail.Granite Systems.com

login name: your Granite Systems e-mail login name

password: your Granite Systems e-mail password

Complete Server Folder Name: INBOX 22

Deliver Tab: Check **Sync Messages**, Check **# Days**, and choose a number (I use 21).

Choose how many bytes of an e-mail to initially load (I use 4,000).

Other Tab: Check **Sleep Hours** (I don't like Trilogy checking my e-mail past 8 p.m. or before 8 a.m.). Allow for the initial connection.

- After the initial connection is complete:
Select **Menu-EM** for Edit Mailbox on the Define Tab, hit **Reload Folder**, and wait for a minute or two after clicking **OK**.

Then you should be up and operational. Feel free to e-mail me with any questions or concerns.

Sincerely,
Rebecca Stewart
Director of Operations
Granite Systems, Inc.

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

16. Who would be the best audience for this memo? 1.11.07
- A. distributors of the Matrix LLL product
 - B. employees who use the Trilogy handheld
 - C. anyone who owns a personal computer
 - D. people who do not know how to use e-mail
 - E. the company that manufactures Hatter e-mail
17. In this letter, what does the term configure mean? 1.11.03
- A. to install an e-mail program on your computer
 - B. to set up your computer to operate an application
 - C. to load pictures onto your computer
 - D. to manufacture software for your personal computer
 - E. to create a program to help your computer run faster
18. What was the reason this letter was written? 1.11.08
- A. to get a company to buy a software program for handheld devices
 - B. to describe a product that is developed by a certain company
 - C. to give instructions on how to set up a handheld device
 - D. to offer a discount on a particular software program
 - E. to explain where to find software to send e-mail

GO ON TO THE NEXT PAGE

Nuisance Ordinance

Section 5.06

It is found and declared that:

1. The making and creation of excessive, unnecessary loud noise within the limits of the City of Germantown has existed for some time and the extent and volume of said noise is on the rise, and
2. The making, creating, or maintenance of excessive, unnecessary, unnatural, or unusually loud noise, which is prolonged and unnatural in its time, place, and use, is a detriment to public health, safety, welfare, and prosperity of the residents of Germantown.

It shall be unlawful for any person to make, continue, or cause to be made any unnecessary or disturbing noise which affects, disturbs, or endangers the comfort of the residents.

The following acts, among others, are declared to be loud, disturbing, and unnecessary noise in accordance with this ordinance and will be considered a violation of this ordinance:

1. The sounding of any horn or signaling device on any automobile, motorcycle, or other vehicle on a public street except when used as a danger warning.
2. The playing, operating, or permitting the use of any radio, CD player, musical instruments, or other electronic or mechanical device that produces sound that disturbs the peace, quiet, and comfort of the neighboring inhabitants. The use of any such device between the hours of 11 p.m. and 7 a.m. in a manner stated above is prohibited.
3. The keeping of any bird or other animal that produces frequent or continual sounds to disturb the tranquility of other residents between the hours of 11 p.m. and 7 a.m. is prohibited.

Any person committing a violation listed above shall be fined in an amount not to exceed \$1,000. Each 24-hour period during which said violation occurs shall constitute a separate offense.

WorkKeys Reading for Information Practice Test

19. In which of the following situations could you be fined according to this ordinance? 1.11.22
- A. Your friend is playing your drums loudly after 11 p.m. on a Friday night.
 - B. You honk your horn at a motorist that is moving into your lane of traffic.
 - C. You are playing music loudly at 8 a.m.
 - D. You own a canary that sings each afternoon.
 - E. You are playing your car radio with the windows rolled up.
20. Why did the city of Germantown find it necessary to institute such an ordinance? 1.11.14
- A. There were too many cars on streets.
 - B. Too many pet owners did not control their pets.
 - C. There were too many street parties playing loud music.
 - D. There was no other way to control the amount of noise in Germantown.
 - E. The noise level in Germantown was detrimental to the health of its residents.
21. If you have violated the above ordinance for three days, what could your maximum fine be? 1.11.19
- A. \$1,000
 - B. \$2,000
 - C. \$3,000
 - D. more than \$3,000
 - E. less than \$1,000

GO ON TO THE NEXT PAGE

Vehicle Licensing

I. Requirements for Motor Vehicles

The Title and Licensing Board regulates the titling and registration of motor vehicles. A motor vehicle cannot be titled without also being registered—the two processes occur simultaneously. Pickup campers are an exception—they must be titled, but need not be registered.

Under state law, all motor vehicles including motor homes; motorcycles, and travel trailers; utility trailers; all-terrain vehicles; sailboats over 12 feet in length; motorboats, jet skis, and other motorized vessels; and snowmobiles must be registered with the state.

II. Registration Provisions

- New residents must apply for a vehicle title and register their vehicles within 60 days of establishing residency or incur a fine.
- **Military Employees:** Nonresident military personnel stationed in the state may register their vehicles within their home jurisdictions, unless they are gainfully employed outside of their military duties in this state. If they are gainfully employed outside those duties, they must title and register their vehicles in this state.
- **Nonresidents:** Nonresidents who are gainfully employed in this state must present a current out-of-state vehicle registration document to the county treasurer's office. Taxes or fees in lieu of taxes are due, along with appropriate registration fees.

III. Titling Provisions

1. Apply at the county treasurer's office in the county where you reside.
2. Present the previous year's vehicle registration receipt or out-of-state title:
 - If you have recently purchased a vehicle from a licensed auto dealer, the dealer will send or deliver the necessary paperwork to the county treasurer's office.
 - The county clerk may ask you to complete a Statement of Fact (Form MV110) to clarify certain facts about the title transfer.
 - Be prepared to pay title and security/interest lien filing fees.
3. Once the title process has been completed, you must pay all taxes and fees, and your vehicle will be registered and license plates will be issued.
4. A copy of the registration receipt *must* be kept in the vehicle at all times, along with proof of liability insurance in the event of an encounter with a law enforcement agent.
5. When the ownership of a vehicle is transferred, the signatures of all parties shown on the face of the title must sign off on the title and have their signatures notarized.

Corrections to a Title: Any erasures or deletions on the title will void the document. Visit the county treasurer's office to correct any errors.

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

22. If a person is a nonresident of the state, a member of the armed forces, and working part-time in a local auto dealership, how should his/her vehicle be registered? 1.11.22
- A. The vehicle only needs to be registered in the person's home state.
 - B. The vehicle must be titled in the state where the person lives and works.
 - C. The person only needs to pay taxes or fees and present their current out-of-state title.
 - D. The vehicle must be registered and titled in the state where the person works.
 - E. The vehicle must be registered in the state where the person lives and works.
23. If you moved to this state in August and own a pickup camper, when must your vehicle be registered in order to avoid a fine? 1.11.10
- A. You may use your out-of-state registration.
 - B. Your vehicle can only be registered after 60 days.
 - C. You do not have to register your pickup camper.
 - D. You must obtain a title for your pickup camper and then register it.
 - E. The dealership where you bought the pickup camper will register it with the state.
24. What must be available to a police officer to prove that a vehicle is properly registered to be legally driven in the state? 1.11.09
- A. vehicle title and a valid driver's license
 - B. a title transfer form and registration receipt
 - C. a statement of fact form and proof of purchase receipt
 - D. notarized copies of the vehicle transfer and receipt of title
 - E. vehicle registration receipt and insurance liability documents

GO ON TO THE NEXT PAGE

House Inspection Agreement

1. The client requests a visual inspection of the residential structure by Invest Home Inspection Company, Inc. hereafter referred to as the “Company.”
2. Client agrees that (a) they have read and agree with the agreement, (b) they are bound by all of the terms of the agreement, and (c) they will respond to the inspection report in writing with any disagreements within 48 hours of completion of the inspection.
3. The purpose of this agreement is to confirm that the Company agrees to perform a visual inspection of 3224 E. 58th St. and to provide the client with a written report as to the condition of the structure and its systems including any and all observable defects as they exist at the time of the inspection.
4. The inspection will only include the systems and components listed below: the foundation and framing, if visible, exterior wall covering, exterior doors, attached decks, balconies, porches, and their railings; and the vegetation, grading, drainage, and retaining walls when any of these are likely to adversely affect the walkways and driveways. The Company will inspect the roof covering and drainage systems and the chimneys and inspect the interior water heater, furnace, faucets, pipes, drain, and waste and vent systems. Any area that is not exposed to view, is covered, or is inaccessible because of walls, floors, carpets, furniture, or ceilings, is not included in this inspection.
5. The following areas, items, or systems are NOT covered in this inspection: building code violation, system installation, permit research, termites or other wood destroying insects, rodents or other pests, mold, air quality, lead, underground chemicals, environmental hazards, pools, spas, BBQs, heaters, or any detached buildings.
6. The Client understands that the inspection report does not constitute a guarantee or warranty of any merchandise or service. It is not a home warranty or insurance policy, nor does it substitute for real estate disclosures.
7. The written report prepared by the Company shall be considered the final findings of the structure. Client agrees that they are not to rely on any verbal comments made by the inspector prior to the written report as binding
8. The Client understands that even if he/she does not sign this Agreement, acceptance of the report and payment of the inspection fee will constitute acceptance of the terms of this Agreement.
9. No legal action or proceedings of any kind, including those sounding in contract against the authority, or its officers, agents, or employees, can be filed by the Client.

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

25. If you had contracted for a home inspection with this company and after signing the report, had found a problem with mold in your basement, what could you do? 1.1 1.22
- A. Do nothing; mold is not covered in this inspection.
 - B. Have the inspection company correct the mold problem.
 - C. Take the inspection company to court for not finding the mold.
 - D. Sign a waiver to have the inspection company exempt from liability.
 - E. Hire a company to remove the mold at the expense of the inspection company.
26. Which of the following would you assume that the Company would NOT inspect? 1.11.10
- A. the fireplace and hearth
 - B. interior doors and locks
 - C. the railings on the front porch
 - D. the plumbing within the shower walls
 - E. a patio attached to the back of the house
27. What would be a reason you would hire Invest Home Inspection Company? 1.11.20
- A. if your chimneys were falling down
 - B. if you needed to have electrical fans installed
 - C. if you weren't sure about your property lines
 - D. if you were having problems with your sprinkler system
 - E. if you wanted to purchase a home

GO ON TO THE NEXT PAGE

Student Financial Assistance Program

The student, hereinafter called “the Maker” promises to pay Longhorn University, hereinafter called “the Institution,” a sum which is the total of advances by the Institution, together with delinquency charges and all costs and charges, including attorney’s fees, which may be incurred in the collection of this note.

The Maker further understands and agrees, and it is understood between the parties that:

- I. All sums, advanced pursuant to this note are drawn from a Fund created under Part A of the Education Act. Such terms of this note as are subject to interpretation shall be construed in light of such Act and Federal Regulations and Guidelines, copies of which will be held by the Institution.
- II. Repayment of principal, together with interest, shall be made over a period, commencing nine months after the due date on which the Maker ceases to carry, at an institution of learning at least one-half the normal full-time academic workload, and ending 10 years after such date. Interest, at the rate of 3% per annum, shall accrue from the beginning of such repayment period. Repayment of principal, together with interest, shall be made in equal installments, payable quarterly, bimonthly, or monthly, at the option of the Institution.
- III. This note is subject also to the following conditions:
 - 1) The Maker may at his/her option and without penalty prepay all or any part of the principal, plus accrued interest at any time.
 - 2) The total amount of this loan shall be reduced at the rate of 15% for the first and second year of service, 20% for the third and fourth year of service, and 30% for the fifth and all subsequent years of service, plus accrued interest for each year for:
 - A) Each complete year as a full-time teacher in a public school which has been deemed to have a high concentration of low-income families, or for
 - B) Each complete year of full-time teaching of handicapped children (meaning children who are mentally challenged, deaf, visually impaired, or other health-impaired children)
 - C) The Maker serves as a member of the Armed Forces of the United States
 - 3) If the Maker fails to make timely payment of all or any part of a scheduled installment, or if the Maker is eligible for deferment or cancellation of payment (pursuant to paragraph 2, A, B, or C) but fails to submit satisfactory evidence thereof, the Maker agrees to pay the delinquency charge assessed against him/her by the Institution. No charge may exceed (1) where the loan is repayable in monthly installments, \$5 for the first month by which the installment is late and \$10 for each such month thereafter, or (2) where the loan is repayable in bimonthly or quarterly installments, \$11 and \$22 respectively. If the Institution elects to add the assessed charge to the outstanding principal of the loan, it shall so inform the Maker prior to the due date of the next installment.

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

28. Why would the Institution be willing to loan money with the provisions for repayment that are stipulated in Section III Paragraph 2? 1.11.20
- A. The Institution does not need the money to be repaid.
 - B. The government is willing to repay the loan for the Maker.
 - C. The Maker would be encouraged to work in public service.
 - D. The Institution wants people to remain in school and earn a diploma.
 - E. The Maker may not be able to gain employment to pay back the loan.
29. If the Maker ceases to be a full-time student in March of a given year, when would repayment of the loan commence? 1.11.11
- A. March of the same year
 - B. March of the following year
 - C. April of the following year
 - D. December of the same year
 - E. January of the following year
30. If the Maker is employed in one of the situations stated in Section III, Paragraph 2, how long would it take before the loan would be paid in full based on the reduction percentage? 1.11.22
- A. 4 years
 - B. 5 years
 - C. 6 years
 - D. 10 years
 - E. 9 months

GO ON TO THE NEXT PAGE

State Fireworks Regulations

Fireworks regulation is largely governed by the State's fireworks law and the administrative regulations adopted by the State Patrol.

Section 101 provides that "the chief of the state patrol, through the director of fire protection, shall enforce and administer this chapter." Additionally, though federal law does not directly cover local use of fireworks, the state statutes defining various classifications of fireworks incorporate classifications adopted by the United States Department of Explosives. In short, this is an area where local governments need to be careful concerning what they can and cannot regulate. Counties and cities can be more restrictive than the state and can even ban all sale and discharge of fireworks.

- 1) Any individual or company wanting to manufacture, import, or sell fireworks needs a state license and a permit from the appropriate local government jurisdiction (city or county) where the action is to take place. There are bonding and insurance requirements for any individual or company putting on a public fireworks display.
- 2) Any adult person may secure a general license from the chief of the state patrol, through the director of fire protection, for the public display of fireworks within the state. A general license is subject to the provisions of this chapter relative to the securing of local permits for the public display of fireworks in any city or county, except that in lieu of filing the bond or certificate of public liability insurance with the appropriate local official as required, the same bond or certificate shall be filed with the chief of the state patrol, through the director of fire protection.

The bond or certificate of insurance for a general license in addition shall provide that: (a) The insurer will not cancel the insured's coverage without fifteen days prior written notice to the chief of the state patrol, through the director of fire protection; (b) the duly licensed **pyrotechnic** operator required by law to supervise and discharge the public display, acting either as an employee of the insured or as an independent contractor and the state, its officers, agents, employees, and servants are included as additional insured personnel, but only insofar as any operations under contract are concerned; and (c) the state is not responsible for any premium or assessments on the policy.

Dates and Times Fireworks May Be Sold or Discharged

State law sets the allowable times for sale or discharge of fireworks. Fireworks may be sold and purchased: (1) from noon to 10 p.m. on June 27; (2) from 9 a.m. to 10 p.m. on June 28 through July 4; and (3) from noon to 11 p.m. on December 27 through December 31.

GO ON TO THE NEXT PAGE

WorkKeys Reading for Information Practice Test

31. Based on this ordinance, what is a pyrotechnic operator? 1.11.04
- A. a person who has a phobia about fire
 - B. a person who develops and manufactures fireworks
 - C. a person who has a degree in fire maintenance
 - D. a person who manages the set up and discharge of fireworks
 - E. a person who regulates the laws and ordinances concerning fireworks
32. What are the requirements for a person wanting to discharge a fireworks display? 1.11.09
- A. The person needs to secure a state license along with a general license and file liability insurance with local officials.
 - B. The person needs to file an insurance claim with the state patrol, obtain a fireworks display permit, and a state license.
 - C. An adult must live in the state where the display is taking place and obtain a state license and public fireworks insurance.
 - D. A person must submit proof of insurance with the state fire director and obtain a local license in the county of the fireworks display.
 - E. An adult needs to obtain a general license, a local permit where the display is taking place, and file liability insurance with the director of fire protection.
33. What area of government develops the laws regarding the manufacturing, selling, and discharging of fireworks for a specified area? 1.11.11
- A. the State Highway Patrol
 - B. the Federal Government
 - C. the Department of Explosives
 - D. the County and City Governments
 - E. the Agency for Fire Protection

END OF TEST.



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