

Model English ACT I

75 Questions—45 Minutes

INSTRUCTIONS: Certain words or phrases in the following five passages are underlined and numbered. There is a corresponding item for each underlined portion. Each item offers three suggestions for changing the underlined portion to conform to standard written English or to make it more understandable or consistent with the rest of the passage. If the underlined portion is not improved by one of the three suggested changes, mark NO CHANGE. Some items are about the entire passage, and the numbers for these items come at the end of the passage.

Choose the best answer for each question based on the passage. Then fill in the appropriate circle on the answer sheet.

Check pages 269–270 and 272–277 for answers and explanations.

PASSAGE I

It seems that each year we invent new ways to keep human beings from meeting each other. 1

Home entertainment is fast becoming the leisure of choice, as more and more people take advantage of the wide assortment of electronic entertainment available. Video stores sprout everywhere; videotapes and DVDs siphon customers from theaters and museums; and now video games' attract those who once would have participated in traditional out-of-home sports such as bowling. 2 3 4

We now have all kinds of food establishments racing to deliver food. Is this the beginning of the end-of-the-restaurant renaissance? Going to a restaurant involves parking, walking, and sometimes waiting in line. Compare this to the no-walking, no-parking, no-waiting, no-hassle way of life we have in our own homes when we have our meals delivered. 5 6

1. Which option might BEST explain why the author has opened this article with this one-sentence paragraph?
 - A. To emphasize the passage of time, as more sentences will follow this one
 - B. Because she could not figure out how to elaborate on this idea in greater detail
 - C. In order to highlight and emphasize the thesis of the essay that follows
 - D. To demonstrate her great skill as a writer
2. F. NO CHANGE
G. have taken
H. had taken
J. took
3. A. NO CHANGE
B. museums;
C. museums,
D. museums
4. F. NO CHANGE
G. video game
H. video games
J. video game's

Even preparing our own food is less of a hassle. With ⁷
prepackaged meals getting better and better and microwave
ovens making nuking food quick and efficient. ⁸

Futurist's call this social phenomenon "cocooning," where ⁹
families stay close to the homestead and interact very little ¹⁰
with their outside surroundings. Home-shopping networks,
faxed mail, home computers and offices—such things threaten ¹¹
to rip the social fabric by keeping people from interacting with
each other. In the long run, this cannot be healthy for our
culture. ¹²

Mingling with other people and exploring our surroundings
should not be abandoned because of advanced home-
entertainment technologies. What we do in our spare time
should not be decided in a combat between cocooning
technology and the lure of their public places. There should ¹³
be equally time for both. ¹⁴

5. Which choice BEST explains why the author chose to italicize the word *deliver*?
- A. To emphasize that people are having food brought to them so that they won't have to leave their homes
 - B. To differentiate between delivery and take-out options
 - C. To indicate that food arrives very quickly
 - D. To show that food is being mailed to people
6. Which choice represents the MOST logical order for the underlined phrases?
- F. NO CHANGE
 - G. no-parking, no-walking, no-waiting
 - H. no-waiting, no-parking, no-walking
 - J. no-parking, no-waiting, no-walking
7. A. NO CHANGE
B. hassle, with
C. hassle! With
D. hassle? With
8. F. NO CHANGE
G. frying
H. zapping
J. cooking
9. A. NO CHANGE
B. Futurists'
C. Futurist
D. Futurists
10. F. NO CHANGE
G. interacting
H. interacts
J. interacted
11. A. NO CHANGE
B. offices. Such
C. offices! such
D. offices; such

12. Based on the language in this paragraph, which choice BEST reflects the author's attitudes toward cocooning?
- F. Indifference
 - G. Elation
 - H. Concern
 - J. Shame
13. A. NO CHANGE
B. there
C. they're
D. our
14. F. NO CHANGE
G. equal
H. equated
J. equalest

Question 15 asks about the entire passage.

15. Which information would strengthen this article?
- A. An explanation of the cocooning process in caterpillars
 - B. An explication of the movie *Cocoon*
 - C. Examples proving how society is becoming less interactive
 - D. Descriptions of how to use modern technology, such as fax machines and computers

PASSAGE II

In the forests of southeastern Canada and the eastern United States, Indians lived as hunters and farmers. For both activities, they ¹⁶use tools and weapons made of chipped stone, ¹⁷bone, and ¹⁸they were also made of wood. Not until the arrival of Europeans in the 1500s did the Indians obtain metal axes and knives.

16. F. NO CHANGE
G. States, Indians
H. States; Indians
J. States Indians
17. A. NO CHANGE
B. using
C. uses
D. used

[1] One of the largest groups of Indians in the Eastern Woodlands area was the Iroquois. [2] Five tribes formed the Iroquois League of Five Nations Seneca, Cayuga, Mohawk, Onondaga, and Oneida. [3] (The Tuscaroras later joined the group, making it the League of Six Nations.) [4] The purpose of the League was to keep peace among the five tribes who belonged to the Iroquois League. [5] The unity and fighting ability of the Iroquois made them very powerful.

In their tribal councils, the Iroquois practiced a type of democracy. Acting as servants of the people, the tribe elected public officials. The government of the League was in the hands of 50 men called sachems. The leading women of the tribe chose the sachems.

Anyone could attend meetings of the Council, at these meetings, proposals were either accepted or trashed. After a great deal of discussion and speechmaking, the sachems would reach a decision about each proposal. Some historians believe that the men who planned the government of the United States may have gotten some of their ideas from the way the League of Five Nations operated. Women had a great deal of authority among the Iroquois. A woman headed each clan, or group of related families. The women owned all of the family goods. No one could inherit anything except from his or her mother. Young men and women could not choose whom they would marry. Mothers arranged all marriages.

18. F. NO CHANGE
 G. the tools were also made of wood
 H. wood
 J. wooden tools
19. A. NO CHANGE
 B. were
 C. was,
 D. were,
20. F. NO CHANGE
 G. Nations: Seneca
 H. Nations; Seneca
 J. Nations. Seneca
21. A. NO CHANGE
 B. who were League of Five Nations members
 C. for the League of Five Nations
 D. OMIT the underlined portion.
22. F. NO CHANGE
 G. Iroquoises
 H. Iroquois'
 J. Iroquoises'
23. For the greatest coherence in this paragraph, where should sentence 5 be placed?
 A. NO CHANGE
 B. After Sentence 1
 C. After Sentence 2
 D. At the beginning of the paragraph
24. F. NO CHANGE
 G. Acting as servants of the tribe, the people elected public officials.
 H. Acting as servants of the people, the public officials represented the tribe members.
 J. Acting as servants of the people, the tribe had public officials.
25. What information is necessary to clarify the meaning of this paragraph?
 A. An explanation of the duties of the sachem
 B. A definition of democracy
 C. A list of all the men chosen to be sachem
 D. A detailed explanation of how the women chose the sachem

26. **F.** NO CHANGE
G. Council at
H. Council . . . at
J. Council. At
27. **A.** NO CHANGE
B. they were trashed
C. rejected
D. blown off
28. **F.** NO CHANGE
G. operated! Women
H. operated. (begin new paragraph)
Women
J. operated! (begin new paragraph)
Women

Questions 29 and 30 ask about the entire passage.

29. Assume that the author's assignment was to write an essay focused on the strength of Iroquois women. Does he complete this assignment?
- A.** Yes, because he spends a paragraph discussing women's roles.
B. No, because most of the essay focuses on the Iroquois tribe as a whole, not just the function of women.
C. No, because women cannot be sachems.
D. Yes, because women were the heads of clans.
30. Based on the language of this essay, which choice BEST describes the author's intended audience?
- F.** Professors of history
G. Native-American women
H. Senior citizens
J. People who are unfamiliar with the Iroquois and their traditions

PASSAGE III

The paragraphs in this passage may or may not be in the most appropriate order. The number of each paragraph is in brackets above the paragraph. The last item for this passage asks for the correct order of paragraphs that will make this passage most sensible.

[1]

Late in 1799, the Department of Aveyron in central France buzzes with gossip touched off by an unusual event. Hunters and farmers told of

31

seeing a boy about 14 years old, who lived alone all by himself in the woods of the region.

32

The reports described the boy as wild and uncivilized.

They said that he dug for roots and bulbs, drank from streams, and runs on all fours.

33

[2]

When he was finally captured, the Wild Boy came under the care of Jean-Marc Itard. A physician at the National Institute of Deaf-Mutes. Itard believed that he could civilize the child, but many people disagreed. The debate created by Itard's efforts centered on the question, "Was Victor (as the boy came to be called) abandoned because he was an idiot, or was he an idiot because he was abandoned."

34
35

[3]

Jean-Marc Itard, however, had opened new doors for the education of children. His work with Victor. Rather,

36

- 31. A. NO CHANGE
B. buzzed
C. has buzzed
D. buzzing
- 32. F. NO CHANGE
G. alone by himself
H. alone with himself
J. alone
- 33. A. NO CHANGE
B. is running
C. ran
D. had run
- 34. F. NO CHANGE
G. Jean-Marc Itard, a physician
H. Jean-Marc Itard; a physician
J. Jean Marc Itard a physician
- 35. A. NO CHANGE
B. abandoned.
C. abandoned?"
D. abandoned!"
- 36. F. NO CHANGE
G. Victor, rather,
H. Victor, for example,
J. Victor for example
- 37. A. NO CHANGE
B. famous, Italian, educator
C. famous Italian, educator
D. famous Italian educator
- 38. F. NO CHANGE
G. physically and intellectual
H. physical and intellectual
J. physical and intellectually

inspired Maria Montessori, the famous, Italian educator. Her ³⁷ approach to teaching children, revolutionary when she opened her first school in the early years of the 20th century, emphasizes that children should be free to develop their own capacities for physically and intellectually development. ³⁸ Thanks to the Wild Boy of Aveyron, Montessori children learn carpentry, household tasks, and other how-to jobs in addition to art, music, and the traditional subjects.

[4]

Itard stubbornly maintained that Victor could be helped and refused to be convinced otherwise. After all, he pointed ³⁹ out, the boy had managed to exist in the woods, living by his wits, for an unknown length of time! Victor, he believed, ⁴⁰ possessed a normal intelligence stunted by a lack of contact with loving parents and the social interaction of everyday family life. 41

[5]

Despite Itard's five year training program, Victor did not ⁴² learn to speak more than a few words. He was never fully comfortable in clothing or sleeping in a bed, although he would do this to please the people who cared for him. Victor ⁴³ died in 1828, still "fearful, half-wild, and unable to learn to ⁴⁴ speak, despite all the efforts that were made."

39. A. NO CHANGE
 B. and refuses to be convinced otherwise.
 C. and refused to be convinced.
 D. OMIT the phrase; end with a period.
40. F. NO CHANGE
 G. time?
 H. time.
 J. time,
41. What, if any, information is needed to clarify the information in this sentence?
 A. Definition of normal intelligence
 B. Description of Victor's parents
 C. Explanation of the social interaction of everyday family life
 D. No information is necessary.
42. F. NO CHANGE
 G. five-year
 H. five years
 J. five-years
43. A. NO CHANGE
 B. that
 C. both
 D. OMIT this word.
44. The writer puts this part of the sentence in quotation marks to:
 F. show that this description is directly quoted from a source, such as a book.
 G. put emphasis on these phrases.
 H. show that this description is ironic.
 J. highlight his or her own opinion.

Question 45 asks about the entire passage.

45. Which sequence of paragraphs makes the essay MOST logical?
 A. NO CHANGE
 B. 1, 5, 2, 4, 3
 C. 2, 1, 3, 4, 5
 D. 1, 2, 4, 5, 3

PASSAGE IV

The paragraphs in this passage may or may not be in the most appropriate order. The number of each paragraph is in brackets above the paragraph. The last item for this passage asks for the correct order of paragraphs that will make this passage the most sensible.

[1]

How is it possible for people today to know about the distant past, especially in those long centuries before the invention of writing the answer has to do with the science of archeology, which uses a variety of different techniques.

[2]

[1] As for very ancient remains of humans and their artifacts, scientists are on the ball about the surroundings in which they are found. [2] In general, the lower something is in an archeological "dig," the older it is. [3] Therefore, the more crudely something is made, the older it is. [4] If human remains are found together with the bones of an animal that became extinct 50,000 years ago, we know that the remains are at least 50,000 years old. [5] Any once-living thing, plant or animal, gives off certain rays at a known rate for thousands of years after its death. [6] Still another archeological technique is radiocarbon dating. [7] By measuring its rays in a special machine, archeologists can estimate an objects age.

- 46. F. NO CHANGE
G. hundred-year-long
H. longest
J. OMIT the word.
47. A. NO CHANGE
B. writing. The
C. writing? The
D. writing, the
48. F. NO CHANGE
G. different,
H. various
J. OMIT the word.
49. A. NO CHANGE
B. are hip to
C. pay special attention to
D. OMIT the underlined portion.
50. F. NO CHANGE
G. However
H. For example
J. Also
51. To maintain a logical and orderly flow in this paragraph, where should sentence 5 be located?
A. NO CHANGE
B. After Sentence 1
C. After Sentence 6
D. At the beginning of the paragraph
52. F. NO CHANGE
G. thing's
H. object
J. object's
53. A. NO CHANGE
B. grain, it
C. grain. It
D. grain . . . it

[3]

Archeologists, like detectives, make informed guesses from the clues they find. If a “dig” contains a mortar for grinding grain; it is a safe guess that the people probably knew ⁵³ how to farm. If an ancient site yields a bit of amber that could only have come from hundreds of miles away, the inhabitants were probably traders. Burials with many artifacts give a great ⁵⁴ deal of information. This is especially true with the Egyptians, for Egypt’s dry climate has preserved even cloth and wood for thousands of years.

[4]

Of course, with Egypt and most later civilizations, archeologists have written symbols to guide them, for a long ⁵⁵ time, however, no one knew how to read ancient writings. The Greek word for Egyptian writing, hieroglyphics, means “sacred carving”; the Greeks believed that these symbols were magical and could be understood only by Egyptian priests. ⁵⁶

[5]

Thus through a combination of science, scholarship, and chance discovery, we are constantly learning more and more about the creatures—both human and nonhuman, who came ⁵⁷ before us on this planet. And new and exciting insights into the ⁵⁸ history of life on earth.

54. F. NO CHANGE
G. was
H. weren't
J. are
55. A. NO CHANGE
B. them for
C. them! For
D. them. For
56. What information, if any, would BEST support the information provided in this paragraph?
F. No information is necessary.
G. An explanation of how archeologists learned to read ancient writings
H. A detailed description of the complex relationship between the Greek and Egyptian cultures
J. Pictures of hieroglyphic writing
57. A. NO CHANGE
B. nonhuman—
C. nonhuman
D. nonhuman.
58. F. NO CHANGE
G. New and exciting insights into the history of life on earth.
H. However, this gives new and exciting insights into the history of life on earth.
J. This gives new and exciting insights into the history of life on earth.

Questions 59 and 60 ask about the entire passage.

59. Does this essay answer the question posed by the author in the opening paragraph?
- A. No, because the author does not discuss “people today.”
 - B. No, because the author discusses only Greek and Egyptian civilizations.
 - C. Yes, because the author introduces the subject of archeology and describes how it helps us decipher the past.
 - D. Yes, because the author is an archeologist.
60. Which sequence of paragraphs will make the essay MOST logical?
- F. NO CHANGE
 - G. 2, 3, 4, 5, 1
 - H. 5, 4, 3, 2, 1
 - J. 2, 1, 3, 4, 5

PASSAGE V

The paragraphs in this passage may or may not be in the most appropriate order. The number of each paragraph is in brackets above the paragraph. The last item for this passage asks for the correct order of paragraphs that will make this passage most sensible.

[1]

After the tornado passed I roamed around and find a
61
broken power line. It banged violently by the Penn Avenue
curb; it was shooting sparks into the street. I couldnt bring
62
myself to leave the spot.

61. A. NO CHANGE
B. finds
C. found
D. founded
62. F. NO CHANGE
G. can't
H. could'nt
J. couldn't
63. A. NO CHANGE
B. morning the
C. morning. The
D. morning? The

[2]

A tornado hit our neighborhood one morning, the tornado
⁶³
broke all the windows in the envelope factory on Penn Avenue
and ripped down mature oaks and maples on Richland Lane
and its side streets trees about which everyone would make,
⁶⁴
in my view, an unconscionable fuss, not least perhaps because
⁶⁵
they would lie across the streets for a week.

[3]

The power line was loosing a fireball of sparks that melted
the asphalt from a solid to a liquidy substance. It was a thick,
⁶⁶
twisted steel cable usually strung overhead along Penn Avenue;
⁶⁷
it carried power—4,500 kilovolts of it, from Wilkinsburg to
major sections of Pittsburgh, to Homewood and Brushton,
Shadyside, and Squirrel Hill.

[4]

[1] The live wire's hundred twisted ends spat a thick sheaf
of useless yellow sparks that hissed. [2] The sparks were
cooking the asphalt gummy; burning a hole. [3] I watched the
⁶⁸
cable relax and sink into its own pit; I watched the yellow
⁶⁹
sparks pool and crackle around the cable's torn end and splash
out of the pit and over the asphalt in a stream toward the curb
and my shoes. [4] It was melting a pit for itself in the street.
⁷⁰
[5] My bare shins could feel the heat. [6] I smelled tarry
melted asphalt and steel so hot it smoked.

[5]

"If you touch that," my father said, needlessly "your
⁷¹ ⁷²
a goner."

64. F. NO CHANGE
G. streets. Trees
H. streets—trees
J. streets; trees
65. A. NO CHANGE
B. (place after "perhaps")
C. (place after "week")
D. OMIT underlined portion.
66. F. NO CHANGE
G. from a solid to a liquid
H. from a liquid to a solid
J. OMIT the underlined portion.
67. A. NO CHANGE
B. (place after "thick")
C. (place after "It")
D. (place after "twisted")
68. F. NO CHANGE
G. were burning a hole
H. holes burning through the ground
J. they were burning a hole
69. A. NO CHANGE
B. (place after "relax")
C. (place after "cable")
D. (place after "watched")
70. Where does sentence 4 logically belong in this paragraph?
F. NO CHANGE
G. After Sentence 6
H. After Sentence 1
J. After Sentence 5
71. A. NO CHANGE
B. needlessly,
C. needlessly.
D. needlessly:
72. F. NO CHANGE
G. youre
H. you're
J. you

Questions 73–75 ask about the entire passage.

73. Suppose the author of this passage was assigned to write an essay on the effects of tornadoes. Does she fulfill this assignment?
- A. Yes, because she tells about the effects of a tornado on her town.
 - B. Yes, because she presents her own personal experience with tornado damage.
 - C. No, because the article focuses more on the author’s fascination with the live power line than on the tornado.
 - D. No, because the author doesn’t talk about the effects of a tornado.
74. Is it appropriate that the author uses “I” in this passage?
- F. Yes, because she is relating an autobiographical experience from her childhood.
 - G. No, because it is never appropriate to use the first-person “I” in an essay.
 - H. No, because the essay focuses on the tornado, not her life.
 - J. Yes, because the first-person I should be used in all essays.
75. Which sequence of paragraphs makes the essay MOST logical?
- A. NO CHANGE
 - B. 2, 1, 3, 4, 5
 - C. 1, 3, 4, 5, 2
 - D. 5, 4, 3, 2, 1

END OF ENGLISH TEST I

ANSWERS

Model ACT I English Scoring Key

Item and Answer	Usage/ Mechanics	Rhetorical Skills	Review These Pages	Item and Answer	Usage/ Mechanics	Rhetorical Skills	Review These Pages
1. C		<input type="checkbox"/>	133–141	28. H		<input type="checkbox"/>	145–150
2. F	<input type="checkbox"/>		67–75	29. B		<input type="checkbox"/>	133–141
3. B	<input type="checkbox"/>		108–111	30. J		<input type="checkbox"/>	133–141
4. H	<input type="checkbox"/>		56–58, 118–120	31. B	<input type="checkbox"/>		67–75
5. A		<input type="checkbox"/>	133–141	32. J		<input type="checkbox"/>	156–160
6. G		<input type="checkbox"/>	145–150	33. C	<input type="checkbox"/>		79–83
7. B	<input type="checkbox"/>		38–42	34. G	<input type="checkbox"/>		103–108
8. J		<input type="checkbox"/>	133–141	35. C	<input type="checkbox"/>		121–125
9. D	<input type="checkbox"/>		118–120	36. H	<input type="checkbox"/>		103–108, 133–141
10. F	<input type="checkbox"/>		68–70	37. D	<input type="checkbox"/>		103–108
11. A	<input type="checkbox"/>		108–115	38. H	<input type="checkbox"/>		84–90
12. H		<input type="checkbox"/>	133–141	39. D		<input type="checkbox"/>	156–160
13. D	<input type="checkbox"/>		59–63	40. H	<input type="checkbox"/>		120–122
14. G	<input type="checkbox"/>		84–90	41. D		<input type="checkbox"/>	133–141
15. C		<input type="checkbox"/>	133–141	42. G	<input type="checkbox"/>		111–115
16. G	<input type="checkbox"/>		103–108	43. C		<input type="checkbox"/>	59–63
17. D	<input type="checkbox"/>		65–67	44. F	<input type="checkbox"/>		133–141
18. H	<input type="checkbox"/>		79–83	45. D		<input type="checkbox"/>	145–150
19. A	<input type="checkbox"/>		76–79, 103–108	46. J		<input type="checkbox"/>	156–160
20. G	<input type="checkbox"/>		108–111	47. C	<input type="checkbox"/>		120–122
21. D		<input type="checkbox"/>	156–160	48. J		<input type="checkbox"/>	156–160
22. F	<input type="checkbox"/>		56–58	49. C		<input type="checkbox"/>	133–141
23. A		<input type="checkbox"/>	145–150	50. J		<input type="checkbox"/>	133–141
24. H	<input type="checkbox"/>		43–47	51. C		<input type="checkbox"/>	145–150
25. A		<input type="checkbox"/>	133–141	52. J	<input type="checkbox"/>		118–120
26. J	<input type="checkbox"/>		34–38	53. B	<input type="checkbox"/>		103–108
27. C		<input type="checkbox"/>	133–141	54. F	<input type="checkbox"/>		61–70

Item and Answer	Usage/ Mechanics	Rhetorical Skills	Review These Pages	Item and Answer	Usage/ Mechanics	Rhetorical Skills	Review These Pages
55. D	<input type="checkbox"/>		34–38	66. J		<input type="checkbox"/>	156–160
56. G		<input type="checkbox"/>	133–141	67. A		<input type="checkbox"/>	133–141
57. B	<input type="checkbox"/>		111–115	68. J	<input type="checkbox"/>		108–111
58. J		<input type="checkbox"/>	133–141	69. A		<input type="checkbox"/>	43–47
59. C		<input type="checkbox"/>	133–141	70. H		<input type="checkbox"/>	145–150
60. F		<input type="checkbox"/>	145–150	71. B	<input type="checkbox"/>		123–125
61. C	<input type="checkbox"/>		67–75	72. H	<input type="checkbox"/>		118–120
62. J	<input type="checkbox"/>		118–120	73. C		<input type="checkbox"/>	133–141
63. C	<input type="checkbox"/>		34–38	74. F		<input type="checkbox"/>	133–141
64. H	<input type="checkbox"/>		111–115	75. B		<input type="checkbox"/>	145–150
65. A		<input type="checkbox"/>	156–160				

Number Correct:

Usage/Mechanics _____

Rhetorical Skills _____

Total _____

Model ACT I English Answers Explained

PASSAGE I

1. C

This sentence presents the thesis of the essay that follows. Clearly, the author is quite capable of elaborating on this idea, for she does so for the remainder of the passage. However, there is nothing special about this sentence that indicates the author to be a great writer. And finally, the author of this passage gives no indication that the passage of time needs to be emphasized here.

2. F

In order for this sentence to maintain proper construction, the verbs in the sentence must be in the same tense. Therefore, the verb *take* must be in the same tense as the earlier present tense verb *is*.

3. B

A semicolon should be used to separate items in a list when those items are long and complex and when they are independent clauses.

4. H

The author is referring to more than one video game, so the correct answer must be plural. A verb follows the noun *video games*, so the word cannot be a possessive.

5. A

In context with the language in the passage, the word *deliver* is emphasized to show that people have the option of remaining at home while someone else brings food directly to their door. There is no discussion of mail, how quickly food is brought to the home, or the take-out option in this paragraph.

6. G

Because this sentence repeats ideas mentioned in the previous sentence, the phrases should logically fall in the same order. Since the previous sentence refers first to parking, then to walking, and then to waiting, the items in this sentence should match this order.

7. B

The second “sentence” here is not a sentence. It is a parenthetical adverbial clause describing why preparing our own food is getting easier, making it a fragment. Therefore, it needs to be joined to the preceding independent clause and then set apart from the remainder of the sentence by a comma.

8. J

Since microwave use has become common, the slang verb *to nuke* was created to describe this type of

cooking. However, this is not formal English; therefore, it is inappropriate for a formal essay. Choices G and H are also slang terms for cooking food in the microwave.

9. D

The subject of this sentence is followed directly by a verb. If *futurists* were a possessive, it would be an adjective describing the actual subject of the sentence. Since no noun follows, *futurists* stands alone as the subject. Also important, note that the verb that follows (*call*) is plural; therefore, the subject must be plural as well.

10. F

Since this verb refers to the subject *families* and it should be parallel with the verb *stay*, *interact* must be a plural verb in the present tense.

11. A

A period, exclamation point, or semicolon would separate a dependent clause from an independent clause, making the first part of this sentence a fragment. A dash functions here to separate the explanation of the elements already mentioned.

12. H

The author doesn't take any personal responsibility for the occurrence of cocooning, so it doesn't make her ashamed. Choosing to write about this subject shows that the author is not indifferent about it. Her choice of words indicates that she thinks cocooning is not “healthy” and it will “rip the social fabric”; this clearly indicates that she is very concerned about the future of society.

13. D

Throughout this essay, the author has been speaking in the first person plural, using *us*, *we*, and *our*. A switch in pronouns here would not only be uncharacteristic of this essay, it also would show that the author is not a part of the society she's describing. Since she has already described herself as part of this society, the choice of *our* here is the best, most consistent answer.

14. G

The word *equal* should be an adjective describing the word *time*. *Equally* is an adverb, which cannot describe a noun. *Equated* is a verb, which is also an inappropriate choice. There is no such word as *equalest*, because *equal* is an absolute adjective that

cannot be made into a superlative. Something cannot be more or less equal, otherwise it would not be equal.

15. C

Choices A, B, and D provide irrelevant information that would distract rather than inform the reader. Choice C offers information that would clarify the author's argument.

PASSAGE II

16. G

The first "sentence" as it is written is a fragment. This fragment is an adverb phrase used to describe where the Indians lived. A long adverb phrase that begins a sentence is separated from the main, independent clause of the sentence by a comma.

17. D

In the first sentence, the author discusses the Indians in the past tense. To remain consistent, this verb should also be in the past tense.

18. H

To maintain parallel construction, the third item in the list should be presented in the same manner as the first two—a single noun.

19. A

The subject of this sentence is *one*. Therefore, the verb must be singular. No comma should separate the verb from the remainder of the sentence.

20. G

A colon is the appropriate punctuation to set off a list of items from the sentence. A period or semicolon would make the list of tribes a sentence fragment.

21. D

In this paragraph, the author has already discussed the Iroquois League (League of Five Nations) and the five tribes that united to form this group. Adding any of the phrases given here would be redundant.

22. F

The word *Iroquois* is both a singular and a plural, like *English* or *French*. Just as you wouldn't say *the Frenches*, you wouldn't say *the Iroquoises*. This is also shown in sentence I of this paragraph. The word is not possessive here because *of the Iroquois* is used instead to indicate possession.

23. A

This sentence makes the most sense at the end of the paragraph, where it is already located. The entire paragraph builds ideas that are summed up in this final statement.

24. H

The individuals acting as *servants of the people* are the elected officials, not the tribe. In the other choices, the opening adverbial clause appears to describe the tribe rather than the officials.

25. A

The author assumes that the reader of this essay is familiar with the term *democracy*. However, the reader is probably not familiar with the term *sachem* and the way the sachem functioned in the Iroquois governing body. Though an explanation of how the sachem were chosen might be interesting, it is not as helpful as the description of the duties of the sachem. A list of all the men chosen to be sachem would take up a great deal of space and provide no useful information to the reader.

26. J

Choice F presents the reader with a comma splice, a run-on sentence in which the two independent clauses are joined only by a comma. Choice G is a run-on sentence where no punctuation is used to join the two independent clauses. An ellipsis can be used to bridge two sentences, but it would replace missing words—and there do not seem to be any missing words here. Choice J breaks the run-on into two complete sentences.

27. C

The other options present common slang expressions that have similar meanings to *rejected*. In the formal context of this passage, especially following the formal word *accepted*, the word *rejected* is most appropriate.

28. H

The discussion of women here introduces a new idea; therefore, the author should begin a new paragraph. Because no special emphasis is needed for the sentence ending with *operated*, a period is the appropriate punctuation.

29. B

Though the author does mention the powerful roles of women in the Iroquois League, the majority of the article focuses on the League itself and its government. Only one paragraph focuses on the role of women.

30. J

This essay is most likely too basic for professors of history. While G and H are possible audiences for this essay, the essay is designed to present general information to anyone unfamiliar with this group of people.

PASSAGE III

31. B

Choice B is the past tense, which is consistent with the discussion of an event in 1799 and the tense of the other verbs in the paragraph.

32. J

The phrases *by himself*, *all by himself*, and *with himself* all repeat the meaning of the word *alone*, making the phrases redundant. Since these phrases simply repeat the word, rather than modifying it, they are unnecessary.

33. C

In order to maintain parallel construction in this sentence, all of the verbs must be in the same tense. *Dug* and *drank* are both past tense, so *ran* is correct.

34. G

The comma is necessary to set off Jean-Marc Itard's name from the modifying clause that follows it and provides additional information about him. A period or a semicolon would create a sentence fragment.

35. C

Because the quotation is in the form of a question, it should end with a question mark, followed by closing quotation marks.

36. H

His work with Victor is a sentence fragment because it has no verb. Furthermore, the word *rather* makes little sense, whereas *for example*, set off by commas, connects the first and second sentences of the paragraph.

37. D

Both B and C are incorrect because a comma should not separate the adjective and the word it is describing. Because the adjective *famous* modifies the noun phrase *Italian educator*, the same rule applies. Therefore, no commas are necessary here.

38. H

In choice F, adverb forms are given for both words, but the words describe a noun and not a verb. In choice G, the adverb *physically* is being used in place of the adjective *physical* to describe the noun *development*. In choice J, the opposite is true.

39. D

The clauses *refused to be convinced* or *refused [or refuses] to be convinced otherwise* are unnecessary because *stubbornly maintained* in the opening clause implies that Itard would not allow others to influence his opinions.

40. H

This is not a question or a statement that requires enough emphasis to need an exclamation point. It is, however, the end of a sentence, so a period rather than a comma is appropriate.

41. D

Most readers will not need a definition as in choices A and C. Choice B is impossible to discover, since Itard and his peers did not know who Victor's parents were or what they were like. Though it rests on the general assumptions of normal intelligence and everyday family life, the sentence needs no further information.

42. G

The words *five-year* form a compound adjective that modifies *training program*. When a compound adjective precedes the word or phrase it describes, it is hyphenated.

43. C

The writer lists two things that Victor was uncomfortable doing. The adjectives *this* and *that* both indicate a single action. *Both* indicates two actions, so C is the best option.

44. F

Quotation marks should be used for only a few specific purposes: to set off direct quotations, to set off titles of short works, and to set off words that are being used in an unusual manner. This quotation is not a title. Earlier in the paragraph the writer indicates that these words accurately describe Victor's condition. These words must be a direct quotation from a book or another source.

45. D

Paragraph 3 sums up how Jean-Marc Itard's work affected future researchers. When paragraph 3 is moved to the end of the passage, the other four paragraphs tell an orderly story about the progression of Itard's experiment. (1, 2, 4, 5).

PASSAGE IV

46. J

No century is any longer than the others, so *long* is unnecessary. There is no need to explain that a century is 100 years.

47. C

This sentence begins with the word *How*, which indicates that a question likely will be asked. Since this first independent clause is asking a question, the proper end punctuation here is a question mark, not a period. As this sentence stands, it is a run-on. Choice D is a comma splice, a run-on where the two independent clauses are connected by a comma.

48. J

Both the words *different* and *various* are redundant. No other word is necessary to convey the idea that there are different ways archeologists examine the past. A comma should not separate an adjective from a noun.

49. C

The scientists must learn about the surroundings where they find objects; in other words, they must *pay special attention to* the area. Choices A and B reflect similar concepts, but both are slang phrases that are out of place in a formal essay. If this phrase were completely omitted, the sentence would be missing a verb and therefore would be an incomplete thought.

50. J

In this paragraph, the author lists the different ways an archeologist can determine the age of an item. This is the second item mentioned, so *also* provides an appropriate transition. *Therefore* implies that there is a connection between this and the preceding sentence, but there is no logical connection between these statements. *However* implies that the second sentence contradicts the first; this also is not logical. Finally, *for example* indicates that the second sentence provides an example of what was described in the first sentence, when actually, it provides another topic of discussion.

51. C

This sentence describes the emitting of radiocarbons and should therefore follow the introduction of the term, which occurs in sentence 6. Any other location in the paragraph would be confusing because it separates two sentences about the same idea.

52. J

Because the article *an* precedes this word, we know two things: the word must begin with a vowel (so *thing's* cannot be correct), and it must be singular (so *objects* is incorrect). Additionally, the word must be a possessive because it describes the age of the object.

53. B

Because a long adverbial clause opens this sentence, it must be set apart from the remainder of the sentence by

a comma. A period makes the adverbial clause a sentence fragment. Ellipses generally indicate that words have been removed from a sentence, though that does not seem to be the case here.

54. F

This sentence discusses the habits of people who lived thousands of years ago, so the verb must be in the past tense. Preceded by the noun *inhabitants*, the verb must also be plural to match the plural subject. Though *weren't* is grammatically correct in this sentence, it is logically incorrect, for the archeologists are making hypotheses about how these ancient people lived. In the previous sentence, a similar structure is created, noting that if the people did a certain action, then they probably had certain knowledge. Logically, this sentence, which has the same structure, would follow the same pattern.

55. D

This sentence contains two independent clauses that must be separated into two complete, independent sentences. It is currently a comma splice. Choice B is a run-on sentence. Though choice C is grammatically correct, it adds unnecessary emphasis.

56. G

The writer states that “no one knew how to read ancient writings.” However, he has already stated that archeologists can decipher this ancient writing. Since readers of this article most likely do not know how archeologists broke this ancient written code, an explanation is helpful for the logical flow of this article. Though pictures of hieroglyphics would be interesting, they would not provide any significant information. A description of the relationship between the Greeks and the Egyptians would steer readers away from the central discussion of archeology.

57. B

Nonessential information should be set off from the remainder of the sentence by a pair of dashes, commas, or parentheses.

58. J

Choice J offers the only logical and complete sentence to fill this space. Choices F and G are both sentence fragments that are missing subjects and verbs. Although choice H is a complete sentence, the word *However* implies that the information that follows will contradict the information given in previous sentences. Since this sentence agrees with rather than contradicts the previous sentence, choice J is correct.

59. C

The author poses a question in the first sentence of this essay. In the following sentence, the author points out that the answer to this question can be found through the many techniques of archeology. The remainder of this essay fills in the details of these techniques in response to the opening question. Choice D also answers the question affirmatively, but the reader has no way of knowing whether the author of this passage is an archeologist. Furthermore, whether he is an archeologist has no relevance to whether he answered the question. Therefore, this is not the best possible answer. Choice A is incorrect because the entire essay is focused on “people today,” even if the author does not use these words. It is “people today” who are doing the archeological digs and making hypotheses. Choice B is inappropriate because the author offers a general discussion of archeology, using the Greek and Egyptian cultures as examples. The author does not claim to mention every ancient culture that archeologists have explored.

60. F

In an essay that discusses the different techniques of archeology, it’s logical to begin by introducing the subject of archeology and its function. All of the other options introduce the techniques of archeology before introducing the subject itself.

PASSAGE V

61. C

In order to maintain parallel construction in this sentence, both verbs that refer to the sentence’s one subject must be in the same tense. Since the initial verb (*roamed*) is in the past tense, we must also have the past-tense form of *find*, which is *found*. *Founded* is an actual past-tense verb, but it means “to start up” (usually an organization or a business).

62. J

The contraction of *could not* requires an apostrophe to show that the *o* has been removed: *couldn’t*.

63. C

As this sentence is currently written, it is a comma splice. These independent clauses must be separated by a period.

64. H

The part of the sentence beginning with *trees* is an appositive, or extra information. Therefore, it should be set off with a comma or a dash, as in choice H.

Inserting a period or a semicolon before *trees* makes the second part of the sentence a fragment.

65. A

This phrase indicates that it is the author’s personal opinion that the fuss about the trees was *unconscionable*. If the phrase were placed after *perhaps* or *week*, it would seemingly indicate that the *in my view* refers to the trees remaining in the street, which is not a matter of opinion, rather than the nature of the fuss that is being made about them. By removing this phrase, it would appear that the author’s opinion is a fact, which it cannot be.

66. J

This adverbial clause is redundant because it simply repeats the idea that is indicated by the word *melted*. Choice G is a diversion to throw the reader off because something cannot melt from a liquid to a solid.

67. A

This power line, which normally ran along Penn Avenue, had fallen to the ground. The word *usually* refers to the normal location of this line. The other conditions, what it looked like and what it was made of, are still true; therefore, they cannot be modified by *usually*.

68. J

A semicolon is used between independent clauses to join complete, connected thoughts. Choice J offers the only independent clause.

69. A

This phrase follows the word *sink* because a wire can *sink into* something. If the phrase *sink into* is placed in any location other than directly after *sink*, the meaning of the sentence is altered or becomes illogical.

70. H

Sentence 4 provides the first mention that the wire was melting a pit into the street. Sentences 2, 3, and 6 all refer to the effects of this melting. Therefore, the information that this pit was being melted must come prior to sentence 2, which must build upon the information in sentence 4. Choice H is the only option that allows sentence 4 to be placed before sentence 2.

71. B

When you introduce a quotation with an introductory tag (such as “my father said” or “Jenny claimed”), the introductory tag must be followed by a comma. If the introductory tag were an independent clause or the following quotation were formal, a colon would

be acceptable, but neither is the case here. Since the two halves of the quotation (indicated by the first quotation's final comma) are part of the same statement, they cannot be separated by a period.

72. H

This quotation is directed toward the author as *you*. That means the word *your* is supposed to be a contraction for *you are*, choice H.

73. C

The author focuses on a live wire that falls on the ground as the result of a tornado, not on the tornado and its general effects on the town. Though she does mention these effects briefly, they are not the focus of this essay. She also focuses only on her personal experience with one tornado rather than the general information about the effects of tornadoes that this assignment should contain.

74. F

The author is directly relating an experience she remembers from her youth. Because this experience is autobiographical, the use of *I* is logical and appropriate. Choices G and J use the words *never* and *all*, which probably make these choices extremes.

75. B

In paragraph 2, the author introduces us to the tornado. The other paragraphs describe the aftermath of this event. Therefore, the paragraph that tells about the tornado hitting should logically come before the paragraphs that describe how the tornado knocked down a high-voltage power line. Choice B is the only option that places paragraph 2 first.

Model ACT I Reading Answers Explained

PASSAGE I

1. B

In the social circle of the Sheridan girls, all young women are able to attend balls, and they do. This means the Sheridan girls have certainly been to balls. Nothing in the passage supports the other choices, and choice D seems to directly contradict the narration.

2. H

When Leila discusses her companions in the cab, she refers to her cousin Laurie. She then notes that Laurie is the brother of Laura, and that Meg and Jose are sisters. They are the Sheridan children and Leila's cousins.

3. B

The personification of the lamp-posts is significant, especially as they are waltzing. Since Leila is excited and happy about the possibility of waltzing later in the evening, she imagines that the world is waltzing with her.

4. F

The passage notes that Leila had to "try not to smile too much." Leila could not hide her excitement. Though she contemplates how under other circumstances she might be sad at the lack of a sibling, she does not allow herself to be sad or lonely. There is also nothing in the passage to indicate that she is fearful.

5. D

Whether or not these women are actually lovely, Leila sees their happiness and laughter as part of the beauty of the ball. These women are not laughing at her, nor does Leila necessarily believe that these women are more attractive than she is.

6. J

When her cousins question her about not having gone to a ball, Leila claims that it is because she lives in an area where the neighbors live far away from each other. She implies that this distance prevents people from having balls.

7. C

Leila wishes she could keep the tissue paper as a remembrance or a keepsake. She believes that this paper, as much as everything else, is an important part of this momentous occasion in her life. Because the event is so important to her, she wishes she could preserve everything.

8. J

The Sheridan girls seem to be dressed in new, fancy clothes, as is their brother. The indication is that they and all the other ball attendees are of wealthy families with social standing.

9. C

Leila questions her participation in the ball because she cannot believe that something this wonderful