

ACT English Test

The multiple-choice English test focuses on proper grammar, punctuation, and sentence flow. You are asked on this ACT test to correct sentences identified within a passage. The passage precedes the questions and each sentence is numbered in the passage. Take the time to read the opening of the passage before jumping into the questions. This will help give you the right framework for answering each question. Consequently, the questions will make more sense if you understand the passage.

You do have time to read the passage and not skim over the passage. Test questions distracters are set-up for skimmers. Even slow readers can complete the reading passages and have a good opportunity to answer the passage due to the fact they understand the passage. Four answer choices are presented and only one choice is the correct answer. Moreover, some questions will indicate “no change” as an answer choice. If you believe the passage doesn’t need to be changed select the “no change” answer choice.

Rhetorical Skills

- Writing strategy (12 questions)
- Organization (11 questions)
- Style (12 questions)

Usage and Mechanics

- Punctuation (10 questions)
- Grammar and Usage (12 questions)
- Sentence Structure (18 questions)

Instructions

There are five passages on this subject test. You should read each passage once before answering the questions on it. In order to answer correctly, you may need to read several sentences beyond the question.

There are two question formats within the passages. In one format, you will find words and phrases that have been underlined and assigned numbers. These numbers will correspond with sets of alternative words/phrases, given in the right-hand column of the test booklet. From the sets of alternatives, choose the answer choice that works best in context, keeping in mind whether it employs standard written English, whether it gets across the idea of the section, and whether it suits the tone and style of the passage. You will usually be offered the option “NO CHANGE,” which you should choose if you think the version found in the passage is best.

In the second format, you will see boxed numbers referring to sections of the passage or to the passage as a whole. In the right-hand column, you will be asked questions about or given alternatives for the sections marked by the boxes. Choose the answer choice that best answers the question or completes the section. After choosing your answer choice, fill in the corresponding bubble on the answer sheet

On the actual test, you will be given 45 minutes to answer 75 questions.

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The sample test that follows includes questions from several of the English Test categories:

| Rhetorical Skills | Usage and Mechanics |
|--------------------------|----------------------------|
| Writing strategy | Punctuation |
| Organization | Grammar and usage |
| Style | Sentence structure |

Ninth Grade Text Samples Usage and Mechanics – Punctuation

The Odyssey

Romeo and Juliet

To Kill a Mockingbird

Short stories:

“The Necklace”

“The Most Dangerous Game”

“The Gift of the Magi”

From a grade level text sample:

1. Locate commas used with items in a series.
2. Locate commas used with coordinate conjunctions
3. Locate commas used in quotations.

Tenth Grade Text Samples Usage and Mechanics – Punctuation

The Crucible

The Adventures of Huckleberry Finn

Of Mice and Men

A Raisin in the Sun

From a grade level text sample:

1. Locate commas used to set off a non-essential clause in a sentence.
2. Locate commas used to set off an appositive.
3. Locate semi-colons used to separate two independent clauses.

Annie Smith Peck

Since a hundred years, the highest mountains in South America have lured climbers from all over the world. But until 1908, Peru's Mt. Huascaran resisted the efforts of all those who attempted to reach its summit. One mountaineer, Annie Smith Peck, vowed to overcome the obstacles and be the first to the top of Mt. Huascaran. In order to succeed, she would have to organize expeditions—deal with reluctant companions—survive bad weather, and climb steep cliffs of ice and rock.

Peck was born in the United States in 1850. Although she didn't start mountain climbing until she was in her thirties, it soon became clear that she had found her life's work. A natural mountaineer, Peck was soon setting records on expeditions in North America and Europe. She traveled to Bolivia in 1903 and found Mount Huascaran, which had yet to be surmounted, a challenge she simply could not resist.

(1)Peck mounted four expeditions and made five attempts before she finally conquered Mt. Huascaran. (2)Between those expeditions, Peck returned to the United States to raise money. (3)She received help from many scientific organizations, including the Museum of Natural History. (4)The Museum had also supported Admiral Peary on his trip to the North Pole. (5)Still, Peck struggled at least as much to raise money as she did climbing her beloved mountains.

In 1908, Peck scraped together the funds for yet another expedition to Mt. Huascaran. This time, she hired two Swiss guides to assist her with the climb. On their first trip up the mountain's slopes, one of the guides became ill, and the entire team was forced to turn back even though they were very close to the top. Being so close to success was very frustrating for Peck, who could not even prove how close they had come because she had accidentally brought the wrong kind of film and was unable to photograph the climb.

The team rested for a few days, the guide recovered, and on August 28th, they set off again. The climb was extremely difficult. Steps had to be cut one by one into the steep ice; snow bridges and crevasses had to be carefully crossed. The weather was so cold that everyone suffered from frostbite. When Peck and her two guides were just a short distance from the top, they stopped to determine the exact height of the mountain. At that moment, one of the guides took advantage of Peck's distraction and climbed the few remaining feet to the summit so that he was the first to reach the peak. What a jerk! Although Peck was understandably angry, she focused on the triumph of achieving her goal: standing at last on the top of Mt. Huascaran.

ACT English

21. a. NO CHANGE
b. Through the passing of a hundred years
c. For over a hundred years
d. In the time of the last century
22. f. NO CHANGE
g. expeditions, deal with reluctant companions, survive bad weather, and
h. expeditions; deal with reluctant, companions; survive bad weather; and
j. expeditions: deal with reluctant companions, survive bad weather, and
23. a. NO CHANGE
b. thirty's, it
c. thirties. It
d. thirties, thus it
24. f. NO CHANGE
g. an irresistible challenge
h. and just had to climb it
j. the one mountain she just had to climb to the top of
25. a. NO CHANGE
b. climbed
c. proving she climbed
d. to climb
26. f. NO CHANGE
g. assisting
h. would assist
j. who had assisted
27. a. NO CHANGE
b. hacked
c. put
d. done
28. f. NO CHANGE
g. What, a jerk!
h. He was such a jerk.
j. OMIT the underlined passage.
29. a. NO CHANGE
b. angry; she
c. angry—she
d. angry. She
30. In revising paragraph 3, the writer would be wise to:
f. switch sentences 2 and 3
g. eliminate sentence 4
h. combine sentences 3 and 4
j. explain why Peck's previous attempts to climb Mt. Huascaran had failed

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Answer Key

Passage 3: Annie Smith Peck

21. c. This is the most correct and concise choice.
22. g. Separate items in a list with commas, unless one or more items already has a comma (then use a semi-colon).
23. a. This is correct as it stands. Choice c would create a sentence fragment.
24. g. This is the most concise and appropriate version.
25. d. This gives the sentence parallel structure.
26. f. This is correct as it stands.
27. b. *Hacked* is the most precise and vivid word choice.
28. j. This sentence should be omitted; it does not fit the tone and style of the essay.
29. a. This is correct as it stands. Choice d would create a sentence fragment.
30. g. Sentence 4 is off topic and should be eliminated to maintain the focus of the paragraph.

Ninth Grade Text Samples

Usage and Mechanics – Grammar and usage

The Odyssey

Romeo and Juliet

To Kill a Mockingbird

Short stories:

“The Necklace”

“The Most Dangerous Game”

“The Gift of the Magi”

From a grade level text sample:

1. Locate examples of correctly used past and past participle forms of irregular verbs.
2. Locate examples of correctly used comparative and superlative forms of adjectives.

From grade level text examples:

1. Locate examples of correctly used adjective and adverb forms.
2. Locate examples of subject-verb agreement and pronoun-antecedent agreement.

From grade level text examples:

1. Locate correct use of each word—*there* and *their*, *past* and *passed*, *lead* and *led*.

Tenth Grade Text Samples

Usage and Mechanics – Grammar and usage

The Crucible

The Adventures of Huckleberry Finn

Of Mice and Men

A Raisin in the Sun

From a grade level text sample:

1. Locate commas used to set off a non-essential clause in a sentence.
2. Locate commas used to set off an appositive.
3. Locate semi-colons used to separate two independent clauses.

Bicycles

(1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing, and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today—it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

(4) In 1839, Kirkpatrick Macmillan a Scottish blacksmith dramatically improved upon the original bicycle design. (5) Macmillan's machine had tires with iron rims to keep them from getting worn down. (6) He also used foot-operated cranks similar to pedals so his bicycle could be ridden at a quick pace. (7) It hadn't looked much like a modern bicycle, though, because its back wheel was substantially larger than its front wheel. (8) In 1861, the French Michaux brothers took the evolution of the bicycle a step further by inventing an improved crank mechanism.

(9) Ten years later, James Starley, an English inventor, revolutionized bicycle design. (10) He, made the front wheel many times larger than the back wheel, putting a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. (11) Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment.

(12) It wasn't until 1874 that the first truly modern bicycle appeared on the scene. (13) Today there built, used, and enjoyed all over the world. (14) H. J. Lawson, invented by another Englishman, the "safety bicycle" would look familiar to today's cyclists. (15) This bicycle had equal sized wheels, which made it less prone to toppling over. (16) Lawson also attached a chain to the pedals to drive the rear wheel. (17) With these improvements, the bicycle became extremely popular and useful for transportation.

1. a. NO CHANGE
b. there was no such thing as a bicycle,
c. bicycles were uninvented,
d. whoever heard of a bicycle,
2. f. NO CHANGE
g. Macmillan was a Scottish blacksmith
h. Macmillan, a Scottish blacksmith,
j. Macmillan, he was a Scottish blacksmith,
3. a. NO CHANGE
b. could be rode quickly
c. could have been ridden fast
d. could ride at a quick pace
4. f. NO CHANGE
g. looked not
h. didn't look
j. wasn't looking
5. a. NO CHANGE
b. He made
c. He had made
d. He; made
6. f. NO CHANGE
g. putted a gear on
h. put a gear in
j. put a gear on
7. a. NO CHANGE
b. Today there are built
c. Today they, are built
d. Today, they are built
8. f. NO CHANGE
g. H. J. Lawson invented by another Englishman
h. Invented by another Englishman, H. J. Lawson,
j. Another Englishman inventor, H. J. Lawson,
9. If the writer were trying to convince readers to buy a bicycle, he would:
a. NO CHANGE
b. Add a paragraph describing the health and environmental benefits of riding a bike.
c. Add a paragraph comparing the cost and quality of today's best-selling bicycles.
d. Add a paragraph about the Tour de France and other bicycle races.
10. Which of the following sequences makes paragraph 4 most logical?
f. NO CHANGE
g. 12, 13, 14, 16, 17, 15
h. 12, 17, 14, 15, 16, 13
j. 12, 14, 15, 16, 17, 13

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Answer Key

Passage 1: Bicycles

1. b. This choice has the most appropriate and correct usage and word choice.
2. h. The phrase *a Scottish blacksmith* is relevant but nonessential information and needs to be set off by commas.
3. a. This is correct as is.
4. h. The verb needs to be in the past tense.
5. b. There should not be a comma between a subject and a verb.
6. j. This choice gives the sentence parallel structure.
7. d. Comma after an introductory word or phrase and *they + are* contraction.
8. h. This choice presents the correct word order.
9. b. This choice gives readers reasons to buy a bicycle for themselves.
10. j. This is the most logical sequence. The sentence about Lawson and naming the safety bicycle must come before the details of the safety bicycle. Sentence 13 is the best conclusion for the paragraph.

Ninth Grade Text Samples

Usage and Mechanics – Sentence Structure

The Odyssey

Romeo and Juliet

To Kill a Mockingbird

Short stories:

“The Necklace”

“The Most Dangerous Game”

“The Gift of the Magi”

From a grade level text sample:

1. Locate conjunctions or punctuation used to join simple clauses.
2. Locate consistency of use in verb tense in a sentence or between adjoining sentences.

Tenth Grade Text Samples

Usage and Mechanics – Sentence Structure

The Crucible

The Adventures of Huckleberry Finn

Of Mice and Men

A Raisin in the Sun

From a grade level text sample:

1. Locate verbs and identify verb tense within a paragraph.
2. Locate a phrase and identify the sentence part which it modifies.
3. Locate a clause and identify the sentence part which it modifies.

Science Fiction

One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked not only the highpoint of a young woman's literary career. But also the beginning of a brand new genre of literature being science fiction. In her remarkable tale, Shelley explores what might happen if a scientific possibility—the ability to restore life to the dead—were to become a reality. This exploration of how what *might* be would affect our world is the essence of science fiction.

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

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

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

51. a. NO CHANGE

- b. career; but,
- c. career, but
- d. career, and

52. f. NO CHANGE

- g. literature: science fiction
- h. literature, that was, science fiction
- j. literature (science fiction)

53. a. NO CHANGE

- b. are attacked by Martians.
- c. faced attacks from Martians.
- d. being attacked by Martians.

54. f. NO CHANGE

- g. Wells like Shelley,
- h. Wells who was like Shelley
- j. Wells, like Shelley,

55. a. NO CHANGE

- b. magazines that churned out for the masses science fiction stories
- c. magazines, that, churned out science fiction stories, for the masses
- d. magazines that churned out science fiction stories for the masses

56. The writer wishes to use a much stronger word or phrase to convey this idea. Which of the following choices achieves that purpose and maintains the tone of the essay?

- f. criticizes
- g. takes to task
- h. is a scathing indictment of
- j. rips apart

57. a. NO CHANGE

- b. there are
- c. their
- d. whose

58. f. NO CHANGE

- g. handling bad
- h. do not handle well
- j. are badly handling

59. Which of the following revisions would most improve paragraph 4?

- a. Adding a sentence about the issues today's science fiction writers are addressing.
- b. Adding a quotation from *Frankenstein*.
- c. Adding a brief summary of Mary Shelley's life.
- d. Answering the questions in the paragraph.

60. The writer wishes to add a brief summary of the plot of *Frankenstein*. The most logical place for this addition would be:

- f. to add it to the end of paragraph 1
- g. to create a new paragraph between paragraphs 1 and 2
- h. to add it after the third sentence in paragraph 1
- j. to create a new paragraph between paragraphs 2 and 3

Answer Key

Passage 6: Science Fiction

51. c. This choice corrects the sentence fragment and keeps the *not only . . . but also* construction intact.
52. g. Choice f incorrectly uses *being*; choice h includes superfluous commas and uses the past tense, though the genre still exists; and choice j sets off what is important in the sentence—the name of the new genre—in parentheses, indicating that it is *not* important.
53. c. This version gives the sentence parallel structure.
54. j. This correctly sets off the transitional phrase with commas.
55. d. This choice presents the correct word order, placing what was churned out immediately after the verb and then the prepositional phrase after, to show who received those stories.
56. h. This is the most strongly worded choice and is consistent with the tone of the essay.
57. c. The possessive pronoun should be used here.
58. f. This version is correct as it stands. The other versions have incorrect or awkward word order or usage.
59. a. This is relevant and would show the current direction of the genre. This is appropriate since the paragraph is about looking ahead to the future of science fiction and humankind. The quotation from *Frankenstein* might or might not be relevant; a summary of Shelley's life would be out of place in this paragraph; and the author is unable to answer the questions in the paragraph—he can only make an educated guess.
60. g. The introduction is too general to include a focus on the plot of *Frankenstein*, and because this novel marked the beginning of science fiction, it is entitled to its own paragraph. It would be out of chronological order to place it anywhere after that.

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Ninth Grade Text Samples

Rhetorical Skills – Writing strategy

The Odyssey

Romeo and Juliet

To Kill a Mockingbird

Short stories:

“The Necklace”

“The Most Dangerous Game”

“The Gift of the Magi”

From a grade level text sample:

1. Identify the basic purpose of a selected sentence.

Tenth Grade Text Samples

Rhetorical Skills – Writing strategy

The Crucible

The Adventures of Huckleberry Finn

Of Mice and Men

A Raisin in the Sun

From a grade level text sample:

1. Determine the author’s purpose.
2. Identify the genres of the grade level text samples.

Industrial Revolution

The Industrial Revolution was essentially a rapid change in the method of production of material goods.

Products once made by hand were now able to be produced by machine or by chemical processes. The

Industrial Revolution transformed Western society, creating an international capitalist economy, urbanization, labor reforms, a system to educate the public, and labor specialization.

(1) In the first century of the Industrial Revolution, the country undergoing the most dramatic change was England. (2) After 1850, the Industrial Revolution spread rapidly throughout Europe. (3) While the pace of change during the Industrial Revolution was indeed very rapid, the Industrial Revolution itself stretched over a rather long period of time—from the middle of the 18th century in the 1700s through World War I (1914).

Several key discoveries and inventions enabled the Industrial Revolution to take place included machines and tools like the cotton gin, the radio, the circular saw, the cylindrical press, and the steam engine.

Cement, dynamite, and aluminum were invented, as were the bleaching and paper-making processes. At the same time, there was a tremendous growth in population and urbanization. In fact, the population growth in England was so dramatic that the country's population *doubled* between 1750–1820. This meant a great demand for food, clothing, and shelter, demands that became the driving force behind the Industrial Revolution.

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

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11. The writer changed the underlined text to *in how material goods were produced*. The result is a sentence that is:
- more dramatic
 - more concise
 - more complex
 - more accurate
12. f. NO CHANGE
- a public education system
 - systematizing education
 - public education
13. The most logical sequence for paragraph 2 is:
- NO CHANGE
 - 2, 1, 3
 - 3, 2, 1
 - 3, 1, 2
14. f. NO CHANGE
- was quickly spreading
 - spread with great rapidity
 - spread fast
15. a. NO CHANGE
- from the middle of the century eighteen
 - from the mid-1700s
 - beginning in the middle of the 1700s, around 1750,
16. f. NO CHANGE
- place. These included
 - place. Thus including
 - place, including
17. a. NO CHANGE
- which had become the driving force of
 - that forced the driving of
 - that drove the force behind
18. f. NO CHANGE
- by
 - from
 - in regard to
19. Which of the following alternatives provides the most logical and effective conclusion for paragraph 4?
- Today, we are living in an Information Revolution.
 - In cities and towns, factories found a ready workforce and large consumer base for their products.
 - Railroads took goods out of the city back to the countryside.
 - Overcrowding was a major problem to be dealt with in the cities.
20. The writer wishes to add a fifth paragraph. Which of the following topics would best fit the audience and purpose of this essay?
- the work conditions in the factories
 - child labor
 - the impact of mass production on the economy
 - the population explosion and its effects

Answer Key

Passage 2: Industrial Revolution

11. b. This change would make the sentence more concise.
12. g. This choice makes the sentence parallel.
13. d. This is the most logical sequence: first, the sentence giving the overall timeline of the revolution, then the next two sentences in chronological order.
14. f. This is the most correct and concise choice.
15. c. This is the most concise choice. Choices a and d are redundant; choice b has improper word order.
16. j. This is the best choice. Choice g is grammatically correct, but j combines the sentences for greater sentence variety.
17. a. This choice presents the correct word order and conveys the correct idea.
18. g. This is the correct prepositional idiom.
19. b. This ties in the issues in the paragraph: mass production, moving into cities and towns, and large populations. Choice a is irrelevant, and choices c and d are related, but off topic.
20. h. All of the topics are related to the Industrial Revolution, but this essay focuses on mass production, so this topic would be the most logical to add.

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Ninth Grade Text Samples Rhetorical Skills – Organization

The Odyssey

Romeo and Juliet

To Kill a Mockingbird

Short stories:

“The Necklace”

“The Most Dangerous Game”

“The Gift of the Magi”

From a grade level text sample:

1. Identify conjunctive adverbs and conjunctive adverb phrases.
2. Discuss the purpose and the importance of the opening paragraph for directing the rest of the piece.

Tenth Grade Text Samples Rhetorical Skills – Organization

The Crucible

The Adventures of Huckleberry Finn

Of Mice and Men

A Raisin in the Sun

From a grade level text sample:

1. Determine the author’s purpose.
2. Identify the genres of the grade level text samples.

Yoga

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

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

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

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

I am still relatively new to yoga. I have only been practicing for one year. I am addicted to yoga unlike any other physical activity because it is also a spiritual practice. Through yoga, I am able to release tensions that lodge in various parts of my body: the tight shoulders, the cramped legs, the belly that is in knots. The physical release is also a spiritual release: I feel calm after doing yoga, reconnected to my body, reconnected to my self, more at peace with the world. After a series of *asanas* (poses), I feel the universal life force within.

71. a. NO CHANGE
b. hooked on
c. devoted to
d. practitioners of

72. f. NO CHANGE
g. Done correctly
h. To do it correctly
j. OMIT the underlined portion

73. a. NO CHANGE
b. that
c. whom
d. which

74. f. NO CHANGE
g. one's
h. your
j. these

75. a. NO CHANGE
b. are only holding
c. can only be holden
d. can only be held

76. The writer wishes to improve the sentence structure here by combining sentences. Which of the following choices is the most effective option?
f. I am still relatively new to yoga. Practicing only for one year, I am addicted to yoga . . .
g. Still relatively new to yoga, I have been practicing for only one year. But I am addicted to yoga . . .
h. I am still relatively new to yoga—I have been practicing for only one year—but I am addicted to yoga . . .
j. Although I am relatively new to yoga, I have been practicing for only one year. Still, I am addicted to yoga . . .

77. a. NO CHANGE
b. knotted belly
c. knots within the belly
d. aching with in the stomach area

78. The writer would like to add some figurative language to the essay. Which of the following images would be most effective and appropriate?
f. I feel like a million bucks after doing yoga.
g. Yoga is like a warm blanket.
h. Yoga is like a drug.
j. Yoga is a peaceful journey.

79. If the writer were to combine two paragraphs, which two paragraphs would it be most logical to connect?
a. paragraphs 1 and 2
b. paragraphs 2 and 3
c. paragraphs 3 and 4
d. paragraphs 4 and 5

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Answer Key

Passage 8: Yoga

- 71. c.** This is the most appropriate and precise word choice.
- 72. g.** The introductory phrase is most effective with the verb *do*, and this is the correct form to use.
- 73. a.** The reference is to people, so *who* is correct.
- 74. h.** The possessive pronoun is required here. *One's* is incorrect because that creates a shift in pronoun (from *you* to *one*).
- 75. d.** This is the correct word order.
- 76. h.** This is the most correct and effective combination of sentences. The other versions misuse transitions.
- 77. b.** This choice makes the sentence parallel and is the most concise.
- 78. j.** This is the most appropriate metaphor. Choice *f* is a cliché. Choice *g* is ineffective; it is unclear what emotion the simile is trying to convey. Without further explanation, choice *h* is an inappropriate comparison.
- 79. a.** The second paragraph continues to explain why yoga is different and expresses the main idea of the essay.
- 80. h.** This is the best way to achieve the goal of getting readers to do poses. The writer needs to provide some instruction.

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Ninth Grade Text Samples **Rhetorical Skills – Style**

The Odyssey

Romeo and Juliet

To Kill a Mockingbird

Short stories:

“The Necklace”

“The Most Dangerous Game”

“The Gift of the Magi”

From a grade level text sample:

1. Sentences that demonstrate correct agreement of pronoun and antecedent.

Tenth Grade Text Samples **Rhetorical Skills – Style**

The Crucible

The Adventures of Huckleberry Finn

Of Mice and Men

A Raisin in the Sun

From a grade level text sample:

1. Identify the style and tone of the writing..
2. Identify pronouns and their references.

Sigmund Freud

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

(1)According to Freud, the mind is much like an iceberg. (2)Most of our mind’s activities, then, occur beneath the surface, in the unconscious and beyond our knowing. (3)The *conscious* is the part of the mind of which we are aware; it is the tip of the iceberg that is visible above the water. (4)The *unconscious*, on the other hand, is all that is below the surface—the thoughts, feelings, and desires that we are not aware of but that nonetheless affect our behavior.

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

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

61. a. NO CHANGE
b. father (and originator) of
c. father, and originator of,
d. father of
62. f. NO CHANGE
g. ourselves as creatures with
h. ourselves, being like creatures with
j. ourselves. As creatures with
63. a. NO CHANGE
b. likewise
c. unfortunately
d. thereby
64. f. NO CHANGE
g. we are not aware of which thoughts and impulses.
h. thoughts and impulses of which we are not aware.
j. which we are not aware of, these thoughts and impulses.
65. Upon revising this essay, the writer would be wise to:
a. Leave this sentence exactly as it is.
b. Delete this sentence from the paragraph.
c. Move this sentence to the end of the paragraph.
d. Use a better phrase than “related to.”
66. f. NO CHANGE
g. would be
h. has been
j. is
67. a. NO CHANGE
b. unconscious of which
c. unconscious so that
d. unconscious, for
68. The most logical sequence of sentences for paragraph 2 is:
f. NO CHANGE
g. 1, 3, 4, 2
h. 3, 4, 1, 2
j. 2, 1, 3, 4
69. The author’s use of italics is designed to do which of the following?
a. indicate that a foreign language is being used
b. call attention to Freud’s genius
c. create a more emotional tone
d. highlight key terms that are defined in the text
70. Which of the following choices provides the most logical and effective transition from the third to the fourth paragraph?
f. Sometimes the impulses for our behavior come from repressed desires.
g. Another theory of Freud’s is repression.
h. Freud also believed in repression.
j. Neurosis can be caused by repression to the unconscious.

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Answer Key

Passage 7: Sigmund Freud

61. d. This is the most concise choice. The other options are all redundant.
62. g. The commas here are superfluous. Choice j would create a sentence fragment.
63. a. This is the most appropriate transitional phrase for this sentence.
64. h. This is the most correct word order.
65. b. This sentence is related, but not within the focus of the paragraph. It is best omitted.
66. j. The simple present tense is correct here.
67. c. This corrects the sentence fragment.
68. g. This should be clear from the transitions and the simile comparing the mind to an iceberg.
69. d. A definition is offered after each italicized term.
70. f. This connects the main ideas in each paragraph: the impulses that control behavior and repression.

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