

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



Aligned with the Illinois
Reading Assessment Framework

**GLENCOE LANGUAGE ARTS
GRADE 10**

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 10**

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Glencoe

New York, New York

Columbus, Ohio

Chicago, Illinois

Woodland Hills, California

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Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240-4027

ISBN-13: 978-0-07-8781780
ISBN-10: 0-07-8781787

Printed in the United States of America

1 2 3 4 5 6 7 8 9 054 13 12 11 10 09 08 07 06

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About the Student and Teacher Editions

The Student Edition of this workbook provides students with practice related to the test-taking skills they will need to successfully complete the Prairie State Achievement Examination (PSAE) administered in Grade 11. The workbook supplies general information, practice questions of various types, and a writing prompt—all of which are similar to those on 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 should 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 content but with fewer passages and questions.

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 like 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 and guardians that describes the PSAE and explains the purpose of this workbook. A sample letter appears on page xiii for reproduction and distribution to parents and guardians.

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. Testing students in Grade 10 will provide you with a snapshot of student competencies, and it will help to identify areas where students need additional practice before taking the PSAE in Grade 11.

The PSAE 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.

The modified PSAE testing sessions for Grade 10 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	4 passages	1 prompt	10 selections
32 multiple-choice questions	60 multiple-choice questions	1 essay	20 multiple-choice questions

Administering the Practice Tests

Explain to your students that the practice tests are preparation for the PSAE (administered in Grade 11) and should be approached seriously. The practice tests will present them with a variety of types of reading passages and will familiarize them with the format of the PSAE questions. The tests will also prepare them for other standardized tests they may take later 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 the practice tests should be taken. Some or all of the tests may be administered early in the year so that they can be more fully integrated into classroom instruction. The subtest structure of this workbook provides flexibility in testing.

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 in their future preparation for the PSAE.

Scoring the Practice Test

This Teacher Annotated 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 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 Objectives 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	B	1.11.29 Explain how dialogue is used in a given passage to develop characters and create mood.
2	J	1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.
3	A	1.11.12 Summarize a complex story or nonfiction passage.
4	H	1.11.11 Identify subtly stated details.
5	C	2.11.06 Explain the relationship(s) between two or more characters.
6	F	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage
7	D	2.11.04 Identify conflict within a character or a character's behavior.
8	H	2.11.05 Identify characterization as seen through a character's thoughts, words, and actions as well as those of other characters.
9	D	1.11.13 Identify the main idea when it is not explicitly stated.
10	F	1.11.23 Use comparison/contrast to identify how information in a passage has similar or different characteristics.
11	B	1.11.06 Determine the meaning of figurative words and phrases.
12	G	1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.
13	C	2.11.07 Determine how an author's word choice contributes to the meaning and effect of a literary selection.
14	J	1.11.10 Identify implied details.
15	D	1.11.15 Identify the outcome or conclusion of a passage, based on previous occurrences or events in the text.
16	F	1.11.28 Identify and interpret the author's purpose and point of view in expository texts and literary passages.
17	A	1.11.09 Identify significant details.
18	J	1.11.02 Determine the meaning of a word in context when the word has multiple meanings.
19	B	1.11.11 Identify subtly stated details.
20	H	1.11.14 Identify the causes of events in a passage.
21	A	1.11.09 Identify significant details.
22	H	1.11.09 Identify significant details.
23	C	1.11.26 Generalize from text to situations not described.
24	H	1.11.09 Identify significant details.
25	A	1.11.28 Identify and interpret the author's purpose and point of view in expository texts and literary passages.

Answer Key (continued) for the ACT Reading Practice Test

Test Item Number	Correct Answer	State Assessment Objective
26	H	1.11.23 Use comparison/contrast to identify how information in a passage has similar or different characteristics.
27	D	1.11.23 Use comparison/contrast to identify how information in a passage has similar or different characteristics.
28	G	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.
29	C	1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.
30	J	1.11.08 Infer the meaning of a passage.
31	A	1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.
32	F	1.11.09 Identify significant details.

Answer Key for the ACT English Practice Test

Questions in the ACT English Practice Test support the *Illinois Learning Standards 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
1	C	31	B
2	J	32	J
3	B	33	A
4	G	34	H
5	D	35	A
6	H	36	G
7	A	37	C
8	H	38	J
9	C	39	B
10	G	40	H
11	A	41	C
12	J	42	F
13	B	43	C
14	J	44	H
15	A	45	A
16	F	46	H
17	C	47	D
18	H	48	G
19	D	49	B
20	F	50	J
21	B	51	B
22	J	52	F
23	C	53	B
24	D	54	J
25	H	55	C
26	J	56	H
27	B	57	B
28	G	58	F
29	B	59	C
30	H	60	F

Scoring Guide for the ACT Writing Practice Test

The following six-point rubric is used to score the ACT Writing Practice Test as well as the actual ACT writing test. Each score point, on a scale of 1 to 6, describes features typically found in essays at that level. 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 understanding
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

Technology has become an increasingly important component in education. Through the Internet, students have access to a wide variety of resources, opinions, and contacts. Some people think that online education is the next wave in education. In this method of schooling, students option out of the classroom and log onto their computers. The computer becomes the primary teacher, delivering instruction and assigning activities. Students interact with a teacher who oversees the program through E-mail and online chatting. They may also chat with other students. However, before implementing an online school, districts need to consider potential issues, including how to monitor progress, develop social interaction, and provide equal access.

Online schools have several drawbacks. One of the largest drawbacks is that it is difficult to measure student understanding and progress. Students could be submitting work done or corrected by others, masking their failure to comprehend or master subjects. Additionally, traditional schools have a variety of resources for supporting students, from tutoring to resource teachers. Online schools also ignore the importance of peer and teacher interaction. Students learn from each other. In traditional schools, students learn group skills like cooperation, negotiation, and leadership. Finally, online schools do not provide fair access to all students. Not all students have access to the technology needed to participate in an online school. They may not have a computer or Internet access. They also may not have the support of family members or others to help them when they are struggling.

Undoubtedly, the computer and Internet will continue to remain an important part of the educational process. However, a computer cannot be the sole conduit of education. A computer cannot assess a student's progress and struggles as well as the personal interaction between a student and teacher. A computer cannot provide students with the face-to-face interaction with a peer group where students learn important life skills, such as cooperation and communication. Finally, not every student has the latest technology. The school district's time and resources would be better directed to improving technology in more traditional school settings.

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 Objectives 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	E	1.11.26 Generalize from text to situations not described.
3	B	1.11.11 Identify subtly stated details.
4	D	1.11.22 Apply information to a described situation.
5	C	1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.
6	B	1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.
7	A	1.11.14 Identify the causes of events in a passage.
8	E	1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.
9	D	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.
10	E	1.11.11 Identify subtly stated details.
11	E	1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.
12	A	1.11.02 Determine the meaning of a word in context when the word has multiple meanings.
13	C	1.11.05 Determine what an acronym stands for in context.
14	D	1.11.07 Infer target audiences for passages.
15	A	1.11.04 Determine the meaning of jargon and/or technical terms in context.
16	B	1.11.25 Apply information to new situations.
17	D	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.
18	C	1.11.09 Identify significant details.
19	A	1.11.17 Identify cause and effect organization patterns in fiction and nonfiction passages.
20	A	1.11.22 Apply information to a described situation.

Letter to Parents and Guardians

Dear Parent or Guardian:

This spring, students in Grade 11 will take the Illinois Prairie State Achievement Examination (PSAE). It is important that students start preparing for the content and skills covered by the PSAE, and even the test-taking situation, as early as Grade 10. 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 student 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 11. It is the only test required by law of every public high-school student in the State of Illinois. The PSAE includes ACT tests in several areas, a state-developed science test, and two WorkKeys tests. The PSAE shows the progress that students in individual schools, local districts, and the state have made toward meeting the Illinois Learning Standards. 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. Detailed information about each test, along with sample questions, is provided further on in this booklet. The actual PSAE also includes math and science tests; those subjects are covered by other Illinois Learning Standards.

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 his or her 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 of Grade 11. You will take ACT tests in English, mathematics, reading, and science on day one. On day two you will take a test in science developed by the Illinois State Board of Education and WorkKeys tests in mathematics and reading. It is important, however, that you test your skills early in order to determine in which areas you need more practice. It's also a good idea to get exposure to the types of questions on the PSAE. The practice tests will help you prepare for the PSAE.

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

The individual practice tests for Grade 10 have fewer passages and questions than do the official PSAE tests. However, you have the same amount of time to answer the questions on the practice tests as you will have on the official tests.

Test Name	Number of Questions	Time Allowed
ACT Reading Test	32	35 minutes
ACT English Test	60	45 minutes
ACT Writing Test	1 writing prompt	30 minutes
WorkKeys <i>Reading for Information</i> Test	20	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 a 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 sample 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.
- Find the easy questions, and answer them first.
- Consider each question carefully before choosing the answer so that you can determine what the question is really asking.
- 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. Read the example on the following page.

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.

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

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

Scoring Guide for the ACT Writing Practice Test

The following six-point rubric is used to score the ACT Writing Practice Test as well as the actual ACT writing test. Each score point, on a scale of 1 to 6, describes features typically found in essays at that level. 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 understanding
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 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) | 9 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 25 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 10 (F) (G) (H) (J) | 18 (F) (G) (H) (J) | 26 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 27 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | 12 (F) (G) (H) (J) | 20 (F) (G) (H) (J) | 28 (F) (G) (H) (J) |
| 5 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 29 (A) (B) (C) (D) |
| 6 (F) (G) (H) (J) | 14 (F) (G) (H) (J) | 22 (F) (G) (H) (J) | 30 (F) (G) (H) (J) |
| 7 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 31 (A) (B) (C) (D) |
| 8 (F) (G) (H) (J) | 16 (F) (G) (H) (J) | 24 (F) (G) (H) (J) | 32 (F) (G) (H) (J) |

ACT English Test

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

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.

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

2 (A) (B) (C) (D) (E)

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

4 (A) (B) (C) (D) (E)

5 (A) (B) (C) (D) (E)

6 (A) (B) (C) (D) (E)

7 (A) (B) (C) (D) (E)

8 (A) (B) (C) (D) (E)

9 (A) (B) (C) (D) (E)

10 (A) (B) (C) (D) (E)

11 (A) (B) (C) (D) (E)

12 (A) (B) (C) (D) (E)

13 (A) (B) (C) (D) (E)

14 (A) (B) (C) (D) (E)

15 (A) (B) (C) (D) (E)

16 (A) (B) (C) (D) (E)

17 (A) (B) (C) (D) (E)

18 (A) (B) (C) (D) (E)

19 (A) (B) (C) (D) (E)

20 (A) (B) (C) (D) (E)



ACT Practice Tests



Introduction to the ACT Tests

This workbook helps you prepare for the Grade 10 practice ACT Reading, English, and Writing Tests.

Structure of the ACT Tests and the Practice Tests

- The **ACT Reading Test** has a time limit of 35 minutes for its 40 questions. The Grade 10 practice test also has a time limit of 35 minutes for its 32 questions. Both measure 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. You will have 45 minutes for 60 questions for the Grade 10 practice test. Both measure your ability to recognize errors, to correct them, and to improve the structure of sentences and paragraphs.
- The **ACT Writing Test** and the Grade 10 practice test both give you 30 minutes to write one essay on a specified topic. Both measure 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, you need 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 and the practice test measure how well you can read course materials you are likely to encounter as a first-year college student. There are four passages on each of the tests. Each passage on the actual ACT Reading Test is followed by 10 multiple-choice questions. There are 8 multiple-choice questions after each passage on the Grade 10 practice test. 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 in the actual test are between 600 and 1,000 words long. On the Grade 10 practice test, most passages are between 500 and 800 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, physics, physiology, 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 those 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 when we look at our actions, the explanatory power of situational factors grows remarkably more powerful.

25 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.

30 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 13) 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-numbered 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 nonfiction 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 focuses 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—32 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 *Sense and Sensibility* by Jane Austen. In the passage, Marianne and Elinor Dashwood are sitting and talking with Mrs. Jennings, a family friend. Marianne receives a letter from a man who had been courting her all summer. The previous evening, she saw him at a party after many weeks of absence, where he acted as though he hardly knew her. Upset, Marianne leaves. Mrs. Jennings continues talking.

“Upon my word I never saw a young woman so desperately in love in my life! My girls were nothing to her, and yet they used to be foolish enough; but as for Miss Marianne, she is quite an altered creature. I hope, from the bottom of my heart, he won’t keep her waiting much longer, for it is quite grievous to see her look so ill and forlorn. Pray, when are they to be married?”

Elinor, though never less disposed to speak than at that moment, obliged herself to answer such an attack as this, and, therefore, trying to smile, replied, “And have you really, Ma’am, talked yourself into a persuasion of my sister’s being engaged to Mr. Willoughby? I thought it had been only a joke, but so serious a question seems to imply more; and I must beg, therefore, that you will not deceive yourself any longer. I do assure you that nothing would surprise me more than to hear of their going to be married.”

“For shame, for shame, Miss Dashwood! How can you talk so! Don’t we all know that it must be a match, that they were over head and ears in love with each other from the first moment they met? Did I not see them together in Devonshire every day, and all day long; and did not I know

that your sister came to town with me on purpose to buy wedding clothes? Come, come, this won’t do. Because you are so sly about it yourself, you think nobody else has any senses; but it is no such thing, I can tell you, for it has been known all over town this ever so long. I tell every body of it and so does Charlotte.”

“Indeed, Ma’am,” said Elinor, very seriously, “you are mistaken. Indeed, you are doing a very unkind thing in spreading the report, and you will find that you have, though you will not believe me now.”

Mrs. Jennings laughed again, but Elinor had not spirits to say more, and eager at all events to know what Willoughby had written, hurried away to their room, where, on opening the door, she saw Marianne stretched on the bed, almost choked by grief, one letter in her hand, and two or three others lying by her. . . . Elinor, who knew that such grief, shocking as it was to witness it, must have its course, watched by her till this excess of suffering had somewhat spent itself, and then turning eagerly to Willoughby’s letter, read as follows:

Bond Street, January.

MY DEAR MADAM,

I have just had the honor of receiving your letter, for which I beg to return my sincere acknowledgments. I am much concerned to find there was any thing in my behavior last night that did not meet your approbation¹; and though I am quite at a loss to discover in what point I could be so unfortunate as to offend you, I entreat

¹ approval

GO ON TO THE NEXT PAGE.

ACT Reading Practice

60 *your forgiveness of what I can assure you to have
been perfectly unintentional. I shall never reflect
on my former acquaintance with your family in
Devonshire without the most grateful pleasure, and
flatter myself it will not be broken by any mistake
or misapprehension of my actions. My esteem for
65 your whole family is very sincere; but if I have been
so unfortunate as to give rise to a belief of more
Q3 than I felt, or meant to express, I shall reproach²
myself for not having been more guarded in my
professions of that esteem. That I should ever have
70 meant more you will allow to be impossible, when
you understand that my affections have been long
Q6 engaged elsewhere, and it will not be many weeks,
I believe, before this engagement is fulfilled. It
Q4 is with great regret that I obey your commands
75 in returning the letters, with which I have been
honoured from you, and the lock of hair, which
you so obligingly bestowed on me.*

I am, dear Madam,

Your most obedient

80 *humble Servant*

JOHN WILLOUGHBY.

With what indignation such a letter as
this must be read by Miss Dashwood, may be
imagined. Though aware, before she began
85 it, that it must bring a confession of his
inconstancy, and confirm their separation for
ever, she was not aware that such language could
be suffered to announce it; nor could she have
supposed Willoughby capable of departing so
90 far from the appearance of every honorable
and delicate feeling—so far from the common
decorum of a gentleman, as to send a letter
so impudently³ cruel: a letter which, instead
of bringing with his desire of a release any
95 professions of regret, acknowledged no breach of
faith, denied all peculiar affection whatever—a
letter of which every line was an insult, and
which proclaimed its writer to be deep in
hardened villainy.

² blame

³ insultingly

- Which of the following best describes the character of Mrs. Jennings? 1.11.29
 - a mean-spirited critic
 - a cheerful gossip
 - a quiet benefactor
 - a chatty prankster
- As it is used in line 7, the word *grievous* most nearly means: 1.11.01
 - tempting.
 - amusing.
 - suspicious.
 - painful.
- In his letter, Willoughby claims that: 1.11.12
 - Marianne has misinterpreted his friendship.
 - he loves Marianne but is being forced to marry another.
 - he only courted Marianne because he liked her family.
 - he was sorry he didn't see her at the party the previous night.
- It can be inferred from lines 74–77 that, after Willoughby's behavior at the party, Marianne: 1.11.11
 - embarrassed him by giving him a lock of her hair.
 - invited him to her house to discuss their relationship.
 - demanded that he return her love tokens.
 - avoided speaking to him all evening.
- Which of the following details from the passage serves to prove that Willoughby did, in fact, show an obvious affection for Marianne? 2.11.06
 - the statements he made in his letter to Marianne
 - Elinor's reaction to the letter and its contents
 - Mrs. Jennings's description of their time together
 - Marianne's collection of his letters to her

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ACT Reading Practice

6. When does it appear that Willoughby became engaged to someone other than Marianne? 1.11.19
- F. long before he courted Marianne
 - G. not many weeks after he left Marianne
 - H. when Marianne asked him for her letters back
 - J. after Marianne bought her wedding clothes
7. Marianne's reaction to the letter indicates that she: 2.11.04
- A. never really cared for Willoughby.
 - B. will ask Elinor to destroy all of the letters.
 - C. expected Willoughby to write what he did.
 - D. will take a long time to grieve over this heartbreak.
8. What effect does the author achieve by using Willoughby's letter in the passage? 2.11.05
- F. Willoughby's ability to write well is revealed.
 - G. The relationship between the sisters is made more clear.
 - H. Willoughby's cold and selfish nature is stressed.
 - J. The letter becomes a symbol of betrayal.

GO ON TO THE NEXT PAGE.

ACT Reading Practice

PASSAGE II

SOCIAL SCIENCE: Carl Sagan, a famous astronomer, gave the following speech about the future of technology and our planet to a college graduating class.

Q9 We owe our lives—not just the quality of our lives, but the existence of our lives—to technology. Most people on earth would be dead if not for modern agriculture and modern medicine. At the same time, that technology permits weapons of mass destruction, permits inadvertent changes in the environment that sustains us all.

10 Clearly, before us is the very dicey job of using these enormous powers wisely. This is something that we have not had much experience in, because we have never had powers this great. The capability for both good and for evil is unexcelled. And that means that this generation—you young women and men—has an absolutely key role to play in the long adventure of the human species.

We are very close relatives to chimpanzees. We share 99.6 percent of our active genes with chimpanzees, which means there is a lot about us we can learn from chimps. Now it is clear that chimp society is—how shall I say?—testosterone ridden. By no means all, but a great deal of the aggression and intimidation is something the males feel especially comfortable and happy with.

Q12 In times of stress and crowding, there is something very interesting that happens. This is brought out, for example, in the Arnhem colony of chimps in the Netherlands. The males, when they get annoyed, use rocks and stones; they like to throw things. The females are not into missiles. In times of crisis the males can be seen gathering lots of stones—their arms full, their fists clenched—to carry over and throw at their adversaries. The females walk over to these stone-laden males and pry their fingers open, take the stones out, and deposit them on the ground. Sometimes the males get huffy and regather the stones, whereupon the females do it again—sometimes three, four times—until the males get the point.

40 I have a feeling that the hereditary predisposition for females as mediators and peacemakers is in the 99.6 percent of the genes we share with the chimps. And that leads me to wonder what the world would be like if women played a role proportionate to their numbers. I do not mean just the occasional woman prime minister who beats the boys at their own game. I mean real, proportionate sharing of power. I mean half, not a few percent, of the members of the Senate—women. I mean half, not zero, of the succession of presidents being women. I mean half of the Joint Chiefs of Staff as women. I mean half of the chief executive officers of major corporations as women. Q10

55 Maybe it would change nothing. Maybe under these circumstances the institutions predetermine human behavior, and it does not matter whether you are a male or a female. But I like to think that is not the case, that in a world in which women truly share power, we would have a more just, more humane, more hopeful future. Maybe this is just a pipe dream. But it is a kind of fantasy that I could not help but have in thinking about this class.

65 You have been given, in your four years here, some of the tools to preserve and, when necessary, to change the society and the global civilization. No one says this is easy. There are enormous forces of inertia and resistance to any change at all. And there are those who benefit and prosper from there being no change. Nevertheless, it is clear that our civilization is in trouble, that the current way we do things is not going to get us out of trouble, that significant changes are necessary. I hope you will make them. Q14

75 One of the most important tools is skeptical or critical thinking. Put another way, equip yourself with a baloney-detection kit. Because there is an enormous amount of baloney that has to be winnowed out before the few shining gems of truth and reality can be glimpsed. And a lot of that baloney is proffered by those in power. That is their job. Part of the job of education is to be able to tell what is baloney and what is not. Q15 Q11 Q13

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ACT Reading Practice

9. The main idea implied in lines 1–11 is that: **1.11.13**
- A. young people have not yet mastered the subtleties of ethical conduct.
 - B. technology is, at best, a convenience for humanity.
 - C. medicine is the greatest single technological advancement in history.
 - D.** technology has great potential for incredible harm or benefit.
10. The author implies that women differ from men by being: **1.11.23**
- F.** less violent.
 - G. more persistent.
 - H. less capable.
 - J. more predictable.
11. As used in line 78, the phrase *baloney-detection kit* refers to the ability to: **1.11.06**
- A. use technology morally.
 - B.** sift the truth from propaganda.
 - C. change the structures of power.
 - D. excel in education and science.
12. The speaker uses the analogy of the chimpanzees in order to: **1.11.18**
- F. explain how chimpanzees handle frustration and stress.
 - G.** suggest that women might mediate aggression in human society.
 - H. warn that people should not take their technological achievements seriously.
 - J. show that human institutions alone are to blame for aggression in society.
13. Which of the following techniques does the speaker use to reach his particular audience effectively? **2.11.07**
- A. He cites opinions from experts.
 - B. He never repeats a phrase.
 - C.** He uses informal language.
 - D. He supports each point with scientific data.
14. The speaker implies in lines 65–71 that significant change is difficult because: **1.11.10**
- F. women are not allowed to participate in movements for change.
 - G. no one has the proper thinking skills to initiate lasting change.
 - H. the ability to change runs counter to our genetic heritage.
 - J.** those already in power often attempt to prevent change from occurring.
15. The last paragraph seems to suggest that: **1.11.15**
- A. it is the job of those in power to expose the truth.
 - B. one must be skeptical of new scientific ideas.
 - C. lasting change begins with passion, not reason.
 - D.** critical thinking is the beginning of any change in society.
16. The purpose of the speech is to: **1.11.28**
- F.** give the audience a sense of hope and responsibility.
 - G. warn the audience about the dangers of technology.
 - H. promote the ideal of equality for women.
 - J. explain why human society is so aggressive.

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ACT Reading Practice

PASSAGE III

NATURAL SCIENCE: This passage is titled “Ozone Depletion.” It explores the possible relationship between synthetic chemicals and the destruction of the ozone layer.

Most people are aware that the ozone layer of Earth’s atmosphere has been eroding over the last few decades. Scientists primarily blame this depletion on synthetic chemicals called chlorofluorocarbons, or CFCs, that have been released into the atmosphere. These compounds have been used in diverse products, including aerosols, coolants, pesticides, and fire extinguishers. It was because of CFCs’ effect on ozone that many industrialized nations, including the United States, discontinued the manufacture and consumption of CFCs in 1996, replacing them with similar, less harmful substances. The issue of ozone depletion, however, is not quite as simple as it seems. To understand the issues better, some background information about the ozone layer and how it benefits Earth is necessary.

Ozone is a molecule composed of three oxygen atoms. The highest part of the stratosphere (Earth’s upper atmosphere), about 15–40 kilometers above Earth’s surface, contains 90 percent of the planet’s atmospheric ozone. This layer traps UV-B rays, ultraviolet light rays from the sun that damage human skin and eyes, preventing them from reaching Earth’s surface. Many synthetic chemicals, such as CFCs, can rise to the ozone layer. There they break apart in the trapped UV light, releasing chlorine or bromine, which then degrade ozone. The chlorine and bromine atoms bond with ozone molecules, breaking those molecules down into normal oxygen molecules (composed of only two oxygen atoms), which cannot trap UV light. Although chlorine naturally enters the atmosphere, only manufactured sources, like CFCs, affect the ozone layer. Naturally produced chlorine dissolves in water and thus breaks down in the troposphere (the region of Earth’s atmosphere between the surface and the stratosphere). Synthetic CFCs, however, are stable in the troposphere. They rise to the ozone

layer as complete particles and only break down into component atoms when they encounter high concentrations of UV rays.

It was due to the ozone-depletion potential (ODP) of CFCs and other ozone-depleting substances, or ODSs, that many industrialized nations signed the 1987 Montreal Protocol, an international treaty to help eliminate their production and consumption. No U.S. consumer aerosol products have contained ODSs since the 1970s. Similarly, the United States phased out production of most substances with higher ODPs by 1995. The Montreal Protocol, however, does not apply to all countries around the world—the countries that signed it only accounted for about three-fourths of worldwide CFC production.

Though further steps could be taken, some argue that even the efforts already made were misguided. They believe that the connection between CFCs and ozone depletion remains debatable. While there was a decrease in global ozone after 1979, it followed an increase beginning in the 1960s. This decrease, therefore, may actually mark a return to the natural balance. In addition, while most admit that CFCs are the main cause of ozone depletion, how much the CFCs are depleting the ozone remains unclear. Proponents of stricter environmental legislation often point to the Antarctic ozone hole as an indication of the degrading ozone layer. Others argue, however, that this is an inaccurate measure. The Antarctic hole appears seasonally and disappears once the temperature warms enough for more ozone to fill the gap. Therefore, the hole above the Antarctic only appears in September and October. Moreover, most CFCs are released in the northern hemisphere, and weather patterns would prevent them from ever reaching the South Pole, over which the hole forms.

A program to replace CFCs with substitutes would be relatively inexpensive, supporters claim, costing only about \$50 billion over a decade—less than 1 percent of the world’s military expenditures. Opponents, however, argue that the costs could actually be much

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ACT Reading Practice

- greater. Repairing machines that would be unable to use CFC substitutes could cost \$130 billion in the United States alone. Opponents also dispute the potential benefits of regulation. The primary concern over the depletion of the ozone layer stems from ozone's ability to block UV-B rays; however, from 1974 through 1985, there was actually a decrease in measured UV-B radiation, despite a concurrent decrease in global ozone. Higher levels of UV radiation in the atmosphere may also create more ozone near the surface, thus continuing to shield Earth from the UV-B rays.
- Some claim, however, that technical errors might have led to the measured decrease of UV radiation; they maintain that many other examples clearly demonstrate short-term links between depleted ozone and increased UV-B radiation.
17. According to the passage, what causes the depletion of the ozone layer? **1.11.09**
- A. a chemical reaction involving CFCs
 - B. UV-B rays trapped in the troposphere.
 - C. the rising temperatures on Earth's surface
 - D. the presence of oxygen in the stratosphere
18. As it is used in the passage, the word *stable* (line 41) most nearly means: **1.11.02**
- F. a shelter for domestic animals.
 - G. sane or rational.
 - H. a group or collection.
 - J. not changing.
19. Lines 72–81 in the passage suggest that the ozone hole over the Antarctic: **1.11.11**
- A. is worsening year after year.
 - B. may be a normal atmospheric event.
 - C. is a proven cause of skin cancer.
 - D. may be caused by global warming.
20. Where, and at what point, do CFCs break down ozone, according to the passage? **1.11.14**
- F. in the stratosphere, before releasing chlorine or bromine.
 - G. in the troposphere, before releasing chlorine or bromine.
 - H. in the stratosphere, after releasing chlorine or bromine.
 - J. in the troposphere, after releasing chlorine or bromine.
21. According to the passage, which of the following casts doubt on the ozone's role in blocking out UV-B radiation? **1.11.09**
- A. UV-B radiation decreased at the same time that ozone levels decreased.
 - B. The hole in the Antarctic closes and opens seasonally.
 - C. A rise in UV-B radiation has always been linked to a decrease in ozone levels.
 - D. CFCs bond with UV light, creating chlorine and bromine.
22. According to lines 36–44 in the passage, natural chlorine is *different* from the chlorine present in CFCs because natural chlorine: **1.11.09**
- F. bonds with UV light.
 - G. is already present in ozone.
 - H. dissolves in water and never reaches the ozone layer.
 - J. is released during the manufacture of CFCs.
23. The passage suggests that if the correlation between the decrease in ozone and the increase in UV-B radiation discussed in the passage is correct, then a continued loss of ozone would result in: **1.11.26**
- A. a decrease in UV-B radiation.
 - B. a rise in the temperature of the troposphere.
 - C. a serious health threat to humans.
 - D. an increase in CFCs.
24. According to the passage, which of the following occurred first? **1.11.09**
- F. Manufacture and consumption of CFCs ended in many industrialized nations.
 - G. An international treaty to eliminate production and consumption of ODSs was signed.
 - H. Consumer aerosol products made in the United States no longer contained ODSs.
 - J. The United States phased out production of most substances with high ODPs.

ACT Reading Practice

PASSAGE IV

HUMANITIES: The following is an essay by Virginia Woolf.

It is simple enough to say that since books have classes—fiction, biography, poetry—we should separate them and take from each what it is right that each should give us. Yet few people ask from books what books can give us. Most commonly we come to books with blurred and divided minds, asking of fiction that it be true, of poetry that it shall be false, of biography that it shall be flattering, of history that it shall enforce our own prejudices. If we could banish all such preconceptions when we read, that would be an admirable beginning. Do not dictate to your author; try to become him. Be his fellow-worker and accomplice. If you hang back, and reserve and criticize at first, you are preventing yourself from getting the fullest possible value from what you read. But if you open your mind as widely as possible, then signs and hints of almost imperceptible fineness, from the twist and turn of the first sentences, will bring you into the presence of a human being unlike any other. Steep yourself in this, acquaint yourself with this, and soon you will find that your author is giving you, or attempting to give you, something far more definite. The thirty-two chapters of a novel—if we consider how to read a novel first—are an attempt to make something as formed and controlled as a building; but words are more impalpable than bricks; reading is a longer and more complicated process than seeing. Perhaps the quickest way to understand the elements of what a novelist is doing is not to read, but to write; to make your own experiment with the dangers and difficulties of words. Recall, then, some event that has left a distinct impression on you—how at the corner of the street, perhaps, you passed two people talking. A tree shook; an electric light danced; the tone of the talk was comic, but also tragic; a whole vision, an entire conception, seemed contained in that moment.

But when you attempt to reconstruct it in words, you will find that it breaks into a thousand conflicting impressions. Some must

be subdued; others emphasized; in the process you will lose, probably, all grasp upon the emotion itself. Then turn from your blurred and littered pages to the opening pages of some great novelist—Defoe, Jane Austen, Hardy. Now you will be better able to appreciate their mastery. It is not merely that we are in the presence of a different person—Defoe, Jane Austen, or Thomas Hardy—but that we are living in a different world. Here, in *Robinson Crusoe*, we are trudging a plain high road; one thing happens after another; the fact and the order of the fact is enough. But if the open air and adventure mean everything to Defoe they mean nothing to Jane Austen. Hers is the drawing-room, and people talking, and by the many mirrors of their talk revealing their characters. And if, when we have accustomed ourselves to the drawing-room and its reflections, we turn to Hardy, we are once more spun around. The moors are round us and the stars are above our heads. The other side of the mind is now exposed—the dark side that comes uppermost in solitude, not the light side that shows in company. Our relations are not towards people, but towards Nature and destiny. Yet different as these worlds are, each is consistent with itself. The maker of each is careful to observe the laws of his own perspective, and however great a strain they may put upon us they will never confuse us, as lesser writers so frequently do, by introducing two different kinds of reality into the same book. Thus to go from one great novelist to another—from Jane Austen to Hardy, from Peacock to Trollope, from Scott to Meredith—is to be wrenched and uprooted; to be thrown this way and then that. To read a novel is a difficult and complex art. You must be capable not only of great fineness of perception, but of great boldness of imagination if you are going to make use of all that the novelist—the great artist—gives you.

GO ON TO THE NEXT PAGE.

ACT Reading Practice

25. The main purpose of the essay is to: 1.11.28
- A. get the reader to appreciate the complex art of the novel.
 - B. demonstrate the skills of several writers.
 - C. encourage people to write novels based on their own lives.
 - D. recommend fiction over poetry or biographies.
26. According to the author, how are a novel and a building alike? 1.11.23
- F. Both are built in groups of thirty-two units.
 - G. Both are quickly absorbed at a glance.
 - H. Both are carefully designed and structured.
 - J. Both are very complicated to understand.
27. The author contrasts the typical settings of several great writers in order to: 1.11.23
- A. explain why certain writers choose specific themes and settings over others.
 - B. show that the art of the novel is dependent on previous works by the author.
 - C. discuss the different ways in which mood and setting can affect the plot of a good book.
 - D. explore how great writers can differ in style yet share the ability to create an imaginary world.
28. The first paragraph of the passage implies that if a reader approaches a book without preconceptions, the result will be: 1.11.19
- F. a blurring of reality in the reader's mind.
 - G. an understanding between the reader and the author.
 - H. a confirmation of the reader's prejudices.
 - J. a confusion between the reader and the author.
29. As used in line 29, the word *impalpable* most nearly means: 1.11.01
- A. inefficient.
 - B. beautiful.
 - C. intangible.
 - D. pliable.
30. The essay suggests that one of the most important qualities a reader can have is: 1.11.08
- F. analytical skill.
 - G. a good memory.
 - H. a love of reading.
 - J. a powerful imagination.
31. According to the author, at what point might a reader be better able to appreciate the work of a great novelist? 1.11.18
- A. after attempting to put a scene into words
 - B. before deciding to become an author
 - C. after witnessing an emotional event
 - D. before reading the opening pages of a novel
32. According to lines 70–81, great writers: 1.11.09
- F. maintain a consistent world view throughout their novels.
 - G. confuse their readers to create tension.
 - H. do not upset their readers with plot twists.
 - J. refrain from using dialogue in order to develop characters.

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

The ACT English Test

The ACT English Test and the Grade 10 practice test measure your ability to recognize errors, correct them, and improve the structure of sentences and paragraphs. There are five passages in the ACT English Test. Each passage is followed by approximately 15 multiple-choice questions. The Grade 10 practice test has four passages, each followed by 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 like those 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 Questions

About half of the questions will refer to specific words or phrases underlined in the passage. Some, but not all, will contain obvious errors in mechanics, grammar, or usage. 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

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

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.

The ACT English Test—Sample Passage and Questions

This sample passage is shorter than passages on the practice test and the official ACT test. 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

The following procedures will help you prepare for the ACT English Test well beforehand.

- *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 clearly 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—60 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**Mars Rovers**

[1]

The planet Mars is a red desert, with a landscape consisting almost entirely of rocks and sand. No plants or animals has been observed, yet

1

people have always had a tendency of questioning

2

whether there was life on Mars. When Dutch astronomer Christian Huygens's *Cosmotheoros* was published in 1698, speculation began about whether there was extraterrestrial life on the planet.

In 1938 Orson Welles made a radio production of

3

H. G. Wells's story "War of the Worlds," a mock news report of a Martian attack on Earth. Panic occurred when many listeners believed that Earth actually had been attacked by Martians. While

1. **A.** NO CHANGE
B. will be observed,
C. have been observed,
D. are observing,
2. **F.** NO CHANGE
G. tended to question
H. tendency of asking the question
J. tendency to question
3. Each of the following would be an acceptable placement for the underlined portion EXCEPT:
A. (Leave where it is now)
B. (Place at the end of the sentence)
C. (Place after *Welles*)
D. (Place after *production*)

GO ON TO THE NEXT PAGE.

ACT English Practice

scientists have long researched that life did exist at
some point on Mars, little concrete evidence
supported this.

[2]

In part to answer the question, of whether life
ever existed on Mars, NASA scientists and engineers
developed two rovers, or exploration vehicles. The
Mars Exploration Rovers traveled approximately
one-half year to reach the Martian surface. Once
there, the rovers began photographing and
investigating rock and soil samples. The rovers then
sent radio signals and messaged information
back to Earth to NASA scientists.

[3]

These rovers are unique in several ways. They
are equipped with specially designed wheels,
enabling them to go over and around obstacles.

The rovers were built to travel only short distances.
However, they have proved to be more rugged and
maneuverable than anticipated. [8] The rovers are

also equipped with a special moveable arm. The arm
contains four tools. It has a Microscopic Imager

4. F. NO CHANGE
G. theorized
H. developed
J. summarized
5. A. NO CHANGE
B. the question, if life
C. the question, of whether, life
D. the question of whether life
6. F. NO CHANGE
G. recorded this
H. transmitted this
J. used this
7. A. NO CHANGE
B. (Place before *They*)
C. (Place after *They*)
D. (Place after *equipped*)
8. The writer wants to add a description of the maneuverability of the rovers here. Given that all of the choices are true, which of the following sentences will best achieve that goal?
F. They survived the Mars landing.
G. They have six large, ridged wheels.
H. They actually traveled over crater walls.
J. They are resistant to temperature changes.
9. A. NO CHANGE
B. a special moveable arm and contains
C. a special moveable arm that contains
D. a special moveable arm, and that contains

GO ON TO THE NEXT PAGE.

ACT English Practice

(for viewing specimens up close) and a Rock Abrasion Tool (for sanding down rocks to make inner layers visible). It also has two spectrometers;
10
one for determining the chemical elements of
10
rocks and soil and the other for analyzing minerals.

[4]

[11] Scientists were looking for evidence of

water in the rocks. [12] The rovers discovered and documented several clues that led scientists to believe water once existed on the planet. First, some of the rocks consisted of minerals such as hematite and sulfur, which are often found in water. Second, they found rocks that had holes or channels

cut through them. leading scientists to believe water
13

once flowed through the rocks. Finally, due to the layering of the minerals in some rocks, scientists concluded the rocks were formed from sediment.

Scientists still have many questions; but the rovers
14

made a significant contribution in helping us
14

understand the existence of life on Mars.

10. F. NO CHANGE

- G. has two spectrometers: one for
- H. has two spectrometers. One for
- J. have two spectrometers; one for

11. Which of these choices provides the proper transition between Paragraphs 3 and 4 and restates the main idea of the essay?

- A. The goal was to locate signs of life on Mars.
- B. Water—would they find it?
- C. Engineers, geologists, and scientists all worked together on the rovers.
- D. The rovers had cost a great deal of money.

12. At this point, the writer is thinking of adding the following sentence:

Water is an important indicator of the ability to sustain life.

Is this sentence sufficiently relevant to add to the paragraph?

- F. No, it repeats what was stated earlier.
- G. No, the scientists were focused on signs of life, not water.
- H. Yes, it states the main idea of the essay.
- J. Yes, it explains why the scientists focused the mission on a search for water.

13. A. NO CHANGE

- B. cut through them, leading scientists
- C. cut through them leading scientists
- D. cut through them; leading scientists

14. F. NO CHANGE

- G. Scientists still have many questions—but the rovers made a significant contribution
- H. Scientists still have many questions but the rovers made a significant contribution
- J. Scientists still have many questions, but the rovers made a significant contribution

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ACT English Practice

Question 15 asks about the preceding passage as a whole.

15. If the writer had intended to write an essay persuading people to increase funding to NASA, would this essay successfully fulfill the writer's goal?
- A. No, the essay does not mention the cost of the rovers or NASA's budget.
 - B. No, the essay is focused on the personal experience of one scientist in building and sending the rovers.
 - C. Yes, it offers a compelling argument for increasing spending for more missions to Mars.
 - D. Yes, it provides evidence that the mission was a success and warrants further study.

PASSAGE II**There's No *I* in *Team***

Many of today's professional athletes sign multiyear contracts for millions of dollars. Andrew Bogut,

16

a basketball player, signed a 2005 contract

16

as the #1 draft pick for \$26 million over five years.

Although fans worldwide enjoy watching talented

athletes play sports, should any athlete be paid

a salary equal to a small city's annual municipal

budget? Many people would argue that such high

salaries are uncalled for and unfair. 17

Football coach Vince Lombardi once said "the

18

achievements of an organization are the results of

18

the combined effort of each individual." In other

words, a teams success is not the result of one

19

superstar; rather it is the result of the collective

16. **F.** NO CHANGE

G. Andrew Bogut a basketball player signed

H. Andrew Bogut, a basketball player signed

J. Andrew Bogut a basketball player, signed

17. At this point, the author is thinking about adding the following sentence:

Of course, not every sport has salaries this high.

Would this be relevant to add to the essay?

A. Yes, it summarizes the main argument.

B. Yes, all sports should be referenced.

C. No, it doesn't support the main argument.

D. No, most readers would not find it interesting.

18. **F.** NO CHANGE

G. Vince Lombardi once said "The achievements

H. Vince Lombardi once said, "The achievements

J. Vince Lombardi once said, "the achievements

19. **A.** NO CHANGE

B. a team success

C. a teams' success

D. a team's success

GO ON TO THE NEXT PAGE.

ACT English Practice

effort of a team. Therefore,²⁰ the entire team should be rewarded for successful play. To reward and recognize the talent of one player with a salary significantly high²¹ than those of the rest of the team is not fair. Furthermore, it ignores the contribution that the other players made to that superstar's success.

[22] The highest-paid athletes don't always score the most points, make the most plays, or even play the most minutes. Salaries are often based on measures such as the athlete's popularity

and his or her agent's negotiating skills. Based on²³ how athletes perform, the hype surrounding them²³ should not affect salaries.²³

[1] Some might question whether these exorbitant salaries really hurt anyone. [2] It could be argued that they damage team spirit, that the team as a whole is affected even though²⁴ one member's salary is higher than

20. **F.** NO CHANGE
G. (Begin new paragraph) Therefore,
H. (Do NOT begin new paragraph) Similarly,
J. (Begin new paragraph) Similarly,
21. **A.** NO CHANGE
B. higher
C. highest
D. most high
22. Which of these sentences, if added here, would best introduce and state the main idea of the paragraph?
F. In addition, some players make more money than others.
G. In a team sport, the popularity of a team should be considered.
H. Some players are more popular with the fans than others.
J. Sometimes, salaries are not even based on performance.
23. **A.** NO CHANGE
B. Salaries should be based on performance. Not on the hype surrounding them.
C. Salaries should be based on how athletes perform, not on the hype surrounding them.
D. Salaries should be based on how athletes perform, not on their ability to hype themselves.
24. **A.** NO CHANGE
B. even when
C. though
D. when

GO ON TO THE NEXT PAGE.

any other member's salary. [3] They may also dampen spectator spirit, for who is ultimately paying these excessive salaries? [4] Viewing a game in person is simply not an option for many fans because of the high ticket prices that fund those salaries. [25] [26]

Should talent be recognized? Absolutely.

However, salaries that are really high and way over the
27
top and paid to a select few are not the best answer.
27

Should talent be rewarded? Certainly they should.
28

Yet, salaries do not necessarily reward team talent. The highest-performing athletes are not always the best paid or given recognition. Should managers
29

25. The writer wants to add the following sentence to the paragraph:

It is the consumer.

What is the most logical place for this sentence?

- F. (Place after Sentence 1)
G. (Place after Sentence 2)
H. (Place after Sentence 3)
J. (Place after Sentence 4)
26. At this point, the writer is considering adding the following sentence:

Paying unreasonably high salaries to athletes sends a message to children that there is greater value in physical prowess and fame than in hard work.

Should the writer make this addition here?

- F. Yes, the sentence gives a reason why high salaries are a problem.
G. Yes, the sentence further establishes consumers' anger at high salaries.
H. No, the sentence distracts from the paragraph's focus on the salary issue.
J. No, the sentence begins a new train of thought after a concluding sentence.
27. A. NO CHANGE
B. inflated
C. reasonable
D. modest
28. F. NO CHANGE
G. Certainly it should.
H. Certainly we should.
J. Certainly you should.
29. A. NO CHANGE
B. or the most highly recognized
C. but given recognition
D. or given to be recognized

GO ON TO THE NEXT PAGE.

and owners have the right to spend their money as they choose? Of course, they should. But in the end, the consumer is the one who really pays the price. 30

30. The writer is considering adding the following concluding statement:

All of these issues cause many people to doubt the reasonableness of high salaries paid to athletes.

Should the writer use this as the concluding statement?

- F. Yes, it sums up all the points in the essay.
- G. Yes, it catches the reader's attention.
- H.** No, it doesn't add anything new to the essay.
- J. No, it adds conflicting information.

GO ON TO THE NEXT PAGE.

PASSAGE III

Attic Reflections

[1]

“OK, Dad, I’ll get right on it.” *Perhaps* my dad was disappointed he didn’t get that response when he told me to clean the attic. What he received instead was a cold, sullen stare. You see, earlier this week I turned in my biology project one day late, which lowered our grade to a C minus. My ³¹ dad was *definitely* disappointed with that. As a result, while my soccer teammates were heading to our first regional match, I am trudging ³² up the attic stairs. ³³

[2]

The dark, cramped attic intensified the sense of isolation I felt from my friends—and my dad. Looking around at the piles of clutter and dirt. I ³⁴ didn’t even know where to start. I picked up a ³⁴ broom and began angrily sweeping the floor, kicking up a small dust storm. Naturally, I had a coughing spasm, so I sat down on an old trunk to recover.

31. **A.** NO CHANGE
B. which lowered my grade
C. which lowered their grade
D. which lowered his grade
32. **F.** NO CHANGE
G. I trudge up the attic stairs
H. I have trudded up the attic stairs
J. I was trudging up the attic stairs
33. Which sentence, if added here, would most effectively serve to summarize one of the main ideas of the essay?
A. How could my dad not understand how important that game was to me?
B. My dad wanted to destroy my athletic career.
C. Life seemed so unfair, and even my friends didn’t understand me.
D. Cleaning the attic was a disgusting job that I wouldn’t have wished on my worst enemy.
34. **F.** NO CHANGE
G. Looking around at the piles of clutter and dirt; I didn’t even know where to start.
H. Looking around at the piles of clutter and dirt, I didn’t even know where to start.
J. Looking around at the piles of clutter and dirt—I didn’t even know where to start.

GO ON TO THE NEXT PAGE.

ACT English Practice

[3]

I had been in the attic a few times, but I had never noticed the trunk before. Bored and unmotivated to really clean, I decided to open it. Inside was an assortment of carefully packed items.

The first things I noticed were several soccer trophies,
35

one for a championship match and another for MVP (most valuable player). I dug deeper; underneath a letterman's jacket were some yearbooks. I flipped to the sports section to look at the soccer team, and there—much to my surprise—was a picture of my dad.

[4]

My dad had never told me that he played soccer. I assumed my stodgy dad was president for some reason of the chess club or the
36

future-businessmen's society. ³⁷ Next I found one of his old school report cards. The teacher had commented on it that he was very bright but needed to take his education more seriously. My

dad—not serious? This was unbelievable what
38
other secrets would this trunk reveal?
38

35. **A.** NO CHANGE
B. The first things I noticed was several soccer trophies,
C. The first things I have noticed were several soccer trophies,
D. The first things I was noticing were several soccer trophies,

36. **F.** NO CHANGE
G. (Place before *I*)
H. (Place after *assumed*)
J. (Place after *club*)
37. Which sentence, if placed here, would further the writer's goal of explaining his relationship with his father?
A. NO CHANGE
B. I don't care what he says; it's just not fair.
C. It was hard to imagine my dad that young and athletic.
D. My dad is so busy at work; he doesn't even know what's going on in my life.
38. **F.** NO CHANGE
G. This was unbelievable, what other secrets would this trunk reveal?
H. This was unbelievable: what other secrets would this trunk reveal?
J. This was unbelievable. What other secrets would this trunk reveal?

GO ON TO THE NEXT PAGE.

[5]

I was so engrossed in my dad's memorabilia, I didn't hear the footsteps on the stairs. I jumped³⁹ out of my socks³⁹ when I felt a hand on my shoulder.

It was my dad. I asked him about his soccer days.⁴⁰

When he spoke, I could see in his eyes and hear in his voice his voice his genuine enthusiasm for soccer. ⁴¹ Maybe he did understand how important it was to me. Then he told me how proud he was of my talent. He also shared how he regretted letting

his passion for soccer take precedence over⁴² his attention to school work. As my dad and I talked that day, we formed a connection as long-lasting as the items in that old trunk. ⁴³

39. A. NO CHANGE
B. started
C. freaked out
D. shuddered
40. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. NO CHANGE
G. It was my dad; I asked him about his soccer days.
H. It was my dad, but I asked him about his soccer days.
J. It was my dad, so I asked him about his soccer days.
41. The writer is considering deleting the preceding sentence. If the writer were to do this, the paragraph would primarily lose:
A. a description that adds to the humor of the moment.
B. a comment on the importance of soccer in the writer's life.
C. evidence that the father understands the writer's view.
D. a line that helps to build suspense within the essay.
42. F. NO CHANGE
G. overcome
H. preside over
J. overshadow
43. The author wants to link the beginning and the end of the essay. Which of these choices best achieves this goal?
A. I slammed the trunk lid down and stomped away. Dad will never understand me.
B. I looked at my dad and saw a stranger in front of me. I will never understand him.
C. I was angry for a while for missing my game, but now I treasure that time getting to know my dad.
D. As I think back on my youth, I will always remember the day when my dad made me miss that game.

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ACT English Practice

Question 44 asks a question about the passage as a whole.

44. Upon reviewing this essay, the writer composes the following sentence to incorporate more description:

He was much younger and there was such an expression of joy on his face, as though nothing in the world could give him as much happiness as soccer.

This sentence would most logically be placed after the last sentence in Paragraph:

- F. 1.
- G. 2.
- H. 3.
- J. 4.

Question 45 asks a question about the passage as a whole.

45. Suppose the writer intended to write a brief essay on the importance of sports for a teen's development. Would this essay meet this goal?
- A. No, the essay does not list any facts, just the emotions and feelings of one teen.
 - B. No, the essay does not include any persuasive elements.
 - C. Yes, the author creates a great image of why sports are personally important to a teen.
 - D. Yes, the author shows what happens when teens are deprived from participation in athletics.

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PASSAGE IV**Steve Wozniak**

46 Just like his well-known, outgoing former
47

business partner at Apple, Steve Jobs, Woz was shy and introverted. Yet, he is credited with starting the personal computer revolution in the 1970s.

He was facinated by math as a boy.
48

This facination fueled his desire to become an engineer. He started college with that goal but dropped out to take a job with computer giant Hewlett-Packard; However, it was not here that he
49
did his most notable groundbreaking work. It was during his free time. In 1975 he joined an organization called the Homebrew Computer Club. Club members met to discuss electronics projects they had been working on. It was at this time that he began work on the earliest style
50
of the Apple computer.

Another member of the club Steve Jobs
51

recognized Woz's talent as an engineer. Together
51

46. Assuming all are true, which of these sentences, if added here, would best begin this paragraph?
- F. Steve Jobs, along with Steve Wozniak, is one of the founders of Apple Computer.
- G. The history of computing dates back hundreds of years.
- H.** Steve Wozniak, also known as “Woz” and “Wizard of Woz,” is one of the founders of Apple Computer.
- J. Personal computers are on almost every office desk and in many homes in the United States.
47. **A.** NO CHANGE
B. Similarly
C. Despite
D. In contrast to
48. **F.** NO CHANGE
G. (Place before *He*)
H. (Place after *fascinated*)
J. (Place before *was*)
49. **A.** NO CHANGE
B. at Hewlett-Packard; however,
C. at Hewlett-Packard, however,
D. at Hewlett-Packard however,
50. **F.** NO CHANGE
G. interpretation
H. account
J. version
51. **A.** NO CHANGE
B. Another member of the club, Steve Jobs, recognized
C. Another member of the club, Steve Jobs recognized
D. Another member of the club: Steve Jobs recognized

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ACT English Practice

they decided to market the computer Woz developed. First they sold their most valuable possessions, a Volkswagen microbus and a scientific calculator, which raised \$1,300. Then they began making the computers in Jobs's bedroom. When⁵² they needed more space, they moved to his garage.

They co-founded their company, Apple Computer, in 1976. A year later they sold their first machine: the Apple I. It was the first single-circuit-board computer with an onboard Read Only Memory (ROM)—which tells the computer how to load other programs from an external source—and a built in video interface.⁵³ They sold 600 machines. Woz then began working on the Apple II, which retained the simplicity and usability that made their first Apple computer a hit. Woz was responsible for most of the motherboard, or the main circuit board.⁵⁴ Several subsequent models had an

52. **F.** NO CHANGE
G. As
H. Next
J. While

53. **A.** NO CHANGE
B. built-in video interface
C. built in-video interface
D. built-in-video-interface

54. At this point in the essay, the writer wants to demonstrate the success of the computer. Assuming all are true, which of these achieves that goal?
F. NO CHANGE
G. The Apple II had several applications written specifically for it.
H. The Apple's design was fundamentally different from other personal computers and had enhanced graphics.
J. The Apple II was the best-selling computer for five years straight, earning \$139,000,000.

GO ON TO THE NEXT PAGE.

interface similar to an Apple II but were

55

much less popular than the original. Further refinements led to the development of the Macintosh computer.

⁵⁶ Woz crashed his personal plane. He suffered a serious concussion that left him with short-term memory loss. When asked later, he could not

remember the accident who visited him in

57

the hospital, or other recent events. It took some

57

time for him to recover, and he credits playing computer and video games in part with helping him to get back his memory.

Woz received many awards, including the National Medal of Technology in 1985. However, he decided around that time to pursue personal

58

interests. He went back to college and earned a degree in electrical engineering and computer

55. A. NO CHANGE
B. of similarity to Apple II
C. to that of an Apple II
D. with a similarity to Apple II
56. Which phrase, if added here, would provide the best transition between the previous paragraph and this one?
F. NO CHANGE
G. Building upon the previous designs,
H. At a time when he was working with other engineers on the Macintosh,
J. Spending more time managing the company and less time working on computer design,
57. A. NO CHANGE
B. the accident, who visited him in the hospital, or other recent events.
C. the accident who visited him in the hospital or other recent events.
D. the accident, who visited him in the hospital or other recent events.
58. F. NO CHANGE
G. at around that time
H. by that time
J. during that time

GO ON TO THE NEXT PAGE.

ACT English Practice

science. Although he continued to be associated with Apple computers, Woz found a new focus in life—spending more time, energy, and effort on philanthropic endeavors, especially teaching children the thrill of working with computers. ⁵⁹

59. At this point in the essay, the author is considering adding the following statement:

He also enjoyed music.

Would this be a relevant and good conclusion?

- A. Yes, it shows how diverse his interests became after his accident.
- B. Yes, it summarizes his work up to this point in his career.
- C. No, it fails to summarize the essay and bring it to a close.
- D. No, it does not give support or documentation for the claim.

Question 60 asks a question about the passage as a whole.

60. Suppose the writer had intended to write a brief essay describing how Steve Wozniak's education helped him to achieve success. Would this essay meet that goal?
- F. No, he achieved success before earning an engineering degree.
 - G. No, it does not tell what degree he earned.
 - H. Yes, it tells how he earned a degree in engineering and computer science.
 - J. Yes, it shows what you can accomplish with an education.

**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.

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 score the actual ACT Writing Test essay. You can review the scoring guide for the test at the front of this workbook to get more information on how the writing test is scored.

Your practice 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 an aspect of the topic with which you feel comfortable. Use your special knowledge to make your essay 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

Following are ways in which you can prepare for the 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. Give reasons in

support of your position, and support these reasons with examples. 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

Your school district is starting an alternative online school. Students will take all of their classes online, using the Internet through e-mail, chatting, and the Web. Supporters of this program feel that it will attract students who are not succeeding in traditional classrooms. Opponents feel the program ignores the importance of face-to-face interaction between teachers and students. What is your feeling about online schools? Would these programs be beneficial to students? Take a stand on this issue. Give three reasons supporting your stand, and provide examples to illustrate your reasons.

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

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

The actual WorkKeys *Reading for Information* test includes 15 passages and 33 multiple-choice questions. The Grade 10 practice test has 10 passages and 20 multiple-choice questions. The time limit for each version of the test is 45 minutes.

- Passages range in length from 50 to 300 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. Although the materials at all levels are basically the same type, they represent increasing difficulty, 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 meanings 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 Test—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 references.

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.?

- A. foreign-language classes
 - B. health insurance
 - C. personal days
 - D. one week's paid vacation
 - E. training in sales
- 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—20 Questions

Upcoming Class Elections

To: All Students of Foothill High School

From: Principal Suavez

Foothill High School's annual class elections will be held on Tuesday, November 10. Class officers to be elected are president, vice president, treasurer, and secretary. All student voters should fill out a ballot at the registration table in the cafeteria during their lunch period. Students must show their school IDs to be able to vote. Votes will be counted and the winners announced at the beginning of the school day on November 11. All students are encouraged to vote for their class officers.

1. According to this memo, when should students vote for class officers? 1.11.09
- A. during lunch on November 10
 - B. at the end of the day on November 11
 - C. at the end of the day on November 10
 - D. during lunch on November 11
 - E. at the beginning of school on November 11

GO ON TO THE NEXT PAGE.

Merchandise Return/Exchange Policy

If for any reason you are not happy with your purchase, you may return it.

- All merchandise for return or exchange must be accompanied by a receipt. Returns or exchanges must be made within 30 days of purchase. Merchandise and packaging must not be damaged. In addition, we do not accept returns or exchanges for special-order items.
- Items purchased with a check cannot be returned or exchanged until 15 days after purchase.
- If you return an item purchased with a credit card, the purchase amount will be credited to the original credit card account number or you will be given in-store credit.
- If you return an item with a gift receipt, you will be given in-store credit.

2. Based on this information, what is the return policy for a watch that was ordered with a name engraved on it? 1.11.26
- A. It can be exchanged only for other merchandise.
 - B. It must be accompanied by the original receipt.
 - C. It can be returned for in-store credit only.
 - D. It must be returned within 30 days.
 - E. It cannot be returned.

GO ON TO THE NEXT PAGE.



Gigantic Fitness Clubs are designed for the comfort and enjoyment of people of all ages, fitness levels, and abilities.

The **Sport Membership** includes access to

- Weight Equipment
- Locker Rooms and Showers
- Sauna/Steam Room
- Workout Classes

The **Active Membership** includes all of the above plus use of the basketball courts and swimming pool.

—Membership Policies—

Annual Memberships: To be paid in full when the agreement is signed.

Monthly Memberships: Payment of the first and last months' fees plus a processing fee of \$25. You may pay your membership dues once a month. Monthly dues can be transferred electronically from a checking or credit card account.

3-Day Cancellation: You can cancel your membership within three days from the date you signed the contract. You must cancel your membership in writing.

Monthly Membership Cancellation: You must notify Gigantic Fitness at least 30 business days before the date your payment is to be transferred from your account. If you cancel your monthly membership after your billing date, the cancellation will take effect the following month. Because you have already paid the dues for the last month upon signing, you will have access to the gym for two months following your membership cancellation.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

3. Which of the following would you NOT have access to if you had a Sport Membership? 1.11.11
- A. workout classes
 - B. swimming pool
 - C. steam room
 - D. showers
 - E. weights
4. If you sign a membership contract and then change your mind, what should you do to cancel the membership? 1.11.22
- A. Send a written note to the gym three days before your billing date.
 - B. Go to the gym within three days to let them know.
 - C. Speak to the manager of the gym within two months.
 - D. Send a written note to the gym within three days.
 - E. Speak to the manager of the gym within 30 days.

Winter Ski Excursion

The DownHill Club is organizing a winter ski excursion to Steamboat, Colorado. This trip is available to all Concheta High students. The outing will take place January 4–7. Buses will depart from the school auditorium parking lot at 7:00 A.M. on January 4 and will return at approximately 8:00 P.M. on January 7 unless delayed by inclement weather. Parents can contact the local highway patrol to learn about any potential delays.



All participants must register with the DownHill Club by December 15. The fee is \$300, which includes transportation, ski/snowboard rentals, meals, and lodging. A \$100 deposit is required at the time of registration. A permission slip signed by a legal guardian and an emergency contact form must be on file. Please have all forms completed and signed before registering.

Lodging will be at the Ski Chalet. Should you wish to room with a specific person, please indicate that information on the permission slip. Rooms will be double occupancy, and no rooms will be coed.

In the event that the trip is canceled, all monies will be refunded.

Please direct any questions or concerns to Mr. VanderZee, sponsor of the DownHill Club.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

5. Based on the surrounding information in the flyer, what does the word *inclement* mean? 1.11.01
- A. wet
 - B. perfect
 - C. severe
 - D. passable
 - E. windy
6. What essential information is left out of this flyer? 1.11.18
- A. the name of the highway that will be taken
 - B. the phone number of the club's sponsor
 - C. the amount of travel time to the ski resort
 - D. the dinner menu at the ski chalet
 - E. the type of seats on the bus

DESERT WEST SKATE PARK REGULATIONS

The Skate Park at the north end of the Howard M. Twining Recreation Complex is open to the public, free of charge.

SKATE PARK FEATURES

This new 11,500-square-foot skate park includes multiple bowls with a banked street course, an 8-foot half pipe, two quarter pipes, a fun box, and a launch ramp. There are two grinding rails located adjacent to the launch ramp.

SKATE PARK GUIDELINES

WARNING: Skateboarding and skating can be hazardous recreational activities and can cause serious injury. Use of this facility is at the risk of the participant. All surfaces of this park are extremely dangerous when wet.

This is an **unsupervised facility**. Children under the age of 12 must be accompanied by a responsible adult.

Protective equipment is *required*. This includes a helmet, wrist guards, elbow pads, and knee pads.

Skateboards, in-line skates, and BMX bicycles are permitted. **NO** motorized vehicles of any kind are allowed in the park.

Use of abusive, threatening, or obscene language is prohibited. Alcoholic beverages and tobacco products are also prohibited at this facility. Any infraction of these regulations will result in immediate ejection from the park and a possible ban on future use.

The city reserves the right to schedule this facility for programs and parties. When not reserved, this facility is open to the public. Below are the current hours.

Fall Hours, Beginning September 1

Monday–Friday: 4:00 P.M. to dusk

Saturday–Sunday: Noon to dusk

Facility closed during extreme weather conditions

Note: Skate Park hours will be extended in accordance with the public schools' holiday and vacation schedule.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

7. What might be a reason that the park would close early? 1.11.14
- A. It begins to rain heavily.
 - B. Holiday season begins.
 - C. The temperature is extremely high.
 - D. Skater are not following the rules.
 - E. Some people are not wearing protective gear.
8. Based on the information in the regulations, what does the word *infraction* mean? 1.11.01
- A. penalty
 - B. fracture
 - C. division
 - D. application
 - E. violation

Greentown Public School Employee Dress Code

Teachers in the Greentown Public School District must set a good example for students. The School Board expects all teachers to dress in a professional way. A teacher's clothing may not be so unusual or unclean that it interferes with students' learning.

Examples of clothing that is considered inappropriate for teachers include:

- Jewelry in the teacher's nose, tongue, cheek, lip, or eyebrow
- Sweatpants or shorts unless teaching physical education
- Flip-flops, slippers, or sandals
- T-shirts or sleeveless shirts
- Hats, sweatbands, sunglasses, or coats inside school buildings
- Any item of clothing or jewelry that poses a threat to the safety of students or staff

Teachers who do not follow this dress code will be asked to go home and change clothes. They will be advised to wear more appropriate clothing in the future. If the problem continues, the teacher may be suspended.

Teachers may dress more casually on teacher workshop days but still must follow the above dress code. During parent-teacher conferences, teachers are expected to dress professionally.

The principal of the school may select special days during which reasonable changes to this policy may be made.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

9. What might be a special day on which the principal would change the dress code policy? 1.11.19
- A. a school board meeting
 - B. a parent conference
 - C. an award ceremony
 - D. a school picnic
 - E. a PTA meeting
10. When is a teacher allowed to wear shorts in school? 1.11.11
- A. if the weather is hot
 - B. if there is a teacher workshop
 - C. if the teacher is on bus duty
 - D. if the principal is meeting with the teacher
 - E. if the teacher is conducting a physical education class

Twelve Mile City Ordinance #2332

It is unlawful for a minor under the age of sixteen to be on a public street, sidewalk, or alley in the city between the hours of 10:00 P.M. and 5:00 A.M. It is unlawful for a minor between the ages of sixteen and eighteen to be on a public street, sidewalk, or alley in the city between the hours of midnight and 5:00 A.M.

The above policy **does not** apply to a minor who is

- accompanied by a parent, guardian, or other person having legal care and custody of the child
- working, with the permission of the parent, guardian, or other person having legal care or custody of the minor
- involved in an emergency, medical or otherwise, that affects that child or another
- attending or returning home from a function sponsored by or related to a religious, school, or nonprofit organization, including but not limited to classes, meetings, dances, social events, theater performances, and sporting events, and where the permission of a parent, guardian, or other person having legal care or custody of the minor is given

Penalty: Any person who violates any part of the above policy shall be punished by a fine not to exceed \$2,500 or by imprisonment for a term not to exceed six months.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

11. At what age can a person lawfully be on a public street after midnight without an adult? 1.11.18
- A. twelve
 - B. fourteen
 - C. sixteen
 - D. seventeen
 - E. nineteen
12. Which meaning of the word *minor* is used in this ordinance? 1.11.02
- A. an underage person
 - B. a small quantity or size
 - C. relatively low in importance
 - D. harmony based on a music scale
 - E. a secondary course of study

Dear Mr. Weiss:

Thank you for your interest in the Charge Protect software developed by Reality Solutions Corporation. We are dedicated to protecting your business from fraud. This letter will answer some of your questions regarding the Charge Protect product.

If you decide to buy Charge Protect, we will help you define a plan based on your needs, resources, and workplace. Along with the plan, we will provide you with a full statement of recommended services and a list of costs for these services. You will then have all the information you need to make a decision about what is best for your company.

While each installation is custom designed, we use a standard template as the foundation. A standard package provides expertise, management, and support for the installation plan. The fee begins at \$6,000. A Charge Protect installation has five steps.

Step 1: Introduction

Completion of purchase order, introduction of the RSC team, development of project-management activities

Step 2: Planning

Assignment of resources, review of installation materials, identification of risks, and determination of the project schedule

Step 3: Implementation

Installation and implementation of the software, business reporting and testing, operations review

Step 4: Education

Software-user training, which includes reporting data, analyzing the project, and explaining software modifications

Step 5: Support

Continuous support of software solutions and post-project review

For more information on the Charge Protect product, please contact your Reality Solutions sales manager. Thank you for your time and interest in our company.

Sincerely,
Jeannette Fuller
Vice President of Sales

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

13. In this business letter, what does *RSC* stand for? 1.11.05
- A. Reality Software Corporation
 - B. Real Software Charge
 - C. Reality Solutions Corporation
 - D. Real Solutions Customers
 - E. Reality Software Customers
14. Who would be the best audience for this type of letter? 1.11.07
- A. anyone who has a charge account
 - B. distributors of Charge Protect software
 - C. a sales manager for RSC
 - D. a company needing fraud protection
 - E. a person wanting to develop new software



This policy outlines appropriate use of the Internet for all Union City employees.



Union City Internet Guidelines

1. Internet access is provided to Union City employees for business-related purposes, such as research and communicating with customers, suppliers, and coworkers.
2. All city employees using the city's Internet access shall identify themselves honestly, accurately, and completely when corresponding or participating in interactive activities.
3. Internet facilities must not be used to violate the laws and regulations of any state, city, province, or local jurisdiction in any manner.
4. Internet access shall not be used for personal gain or to conduct personal business, play computer games, run a personal business, conduct political campaigns, or take part in any prohibited or illegal activity.
5. No employee may use the city's Internet access to post a message to an Internet message board, chat room, blog, or other Internet communication facility, except in the conduct of official business. The message must clearly identify the author as a city employee, by name, along with contact information. Any opinions expressed must include a disclaimer stating that the opinions are those of the writer and not necessarily those of Union City administrators.
6. No employee may use city Internet access to download or distribute pirated software or data. Any software or files downloaded via the Internet may be used only in ways that are consistent with their licenses or copyrights.
7. No employee may install, remove, or modify any city-owned hardware or software.

Any supervisor or manager who becomes aware of an above-mentioned activity is to report it immediately to Human Resources. The employee involved in the reported activity may be suspended without pay or be terminated.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

15. Based on the information in this policy, what is a blog? 1.11.04
- A. a way to communicate with others via the Internet
 - B. a type of software used by city administrators
 - C. a memo that is used to conduct city business
 - D. a computer that is used by city officials
 - E. a bulletin board posted in a city office
16. What will likely happen to a city employee who uses the Internet for personal e-mail? 1.11.25
- A. The employee's manager will read all future e-mails.
 - B. The employee will be suspended from his or her job.
 - C. Human Resources will give the employee a separate e-mail account.
 - D. Nothing will happen because the employee is following the policy.
 - E. Human Resources will block the employee from computer privileges.
17. Based on this policy, which of the following would be an appropriate use of the Internet for a Union City employee at work? 1.11.19
- A. to study for a real estate course
 - B. to remove pop-up-blocking software
 - C. to take bids for an online auction
 - D. to search for a company to design a new city park
 - E. to download software to use with a video game

Household-Chemical Disposal Days

Many common household products can be hazardous if they are not disposed of properly.

The City of Walton has designated October 25 as a household-chemical collection day. This collection will help Walton residents dispose of unwanted chemicals in an environmentally safe way. A temporary disposal site will be set up at the Town Center. If you miss the collection day, hazardous chemicals can be disposed of any time at the EPA Depot on Ragan Road.

Acceptable Items

Kitchen: aerosol cans, floor-care products, polishes, and oven cleaners

Bathroom: medicines, bathroom cleaners, nail polish, and nail-polish remover

Workshop: paint strippers, glue, any paints, turpentine, varnish, and rust remover

Garage: batteries, transmission and brake fluids, gasoline, kerosene, and motor oil

Miscellaneous: fertilizer, weed killers, pesticides and rat poison, mothballs, and swimming-pool chemicals



NOT Acceptable Items

Asbestos, explosives, propane tanks, old smoke detectors, business or industrial waste, and empty containers

When transporting chemicals to the Town Center disposal site, residents should make certain all chemicals are in spill-safe containers, labeled to identify the chemicals, and then placed securely in their cars or in separate trailers.

Remember, it is much better for the environment to reduce the amount of waste chemicals than to develop expensive systems to deal with them.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

18. If a person is unable to drop off hazardous chemicals on October 25, what can he or she do with them? 1.11.09
- A. develop a way to dispose of them
 - B. take them to the city dump
 - C. take them to the EPA Depot
 - D. give them to a neighbor
 - E. return them to the store
19. Why is the City of Walton designating a day for the disposal of household chemicals? 1.11.17
- A. Hazardous chemicals are harmful to people and the environment.
 - B. There is no place in the city to take hazardous waste.
 - C. No one knows what to do with chemical waste.
 - D. Residents have too many unused smoke detectors in their homes.
 - E. Residents need to have their spill-safe containers.
20. Which item below will NOT be accepted on Chemical Disposal Day? 1.11.22
- A. an empty paint can
 - B. a spray can of oven cleaner
 - C. a jar of paint thinner
 - D. a can of ant spray
 - E. a bottle of tile cleaner



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The McGraw-Hill Companies

ISBN-13: 978-0-07-878178-0
ISBN-10: 0-07-878178-7



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