



TEST PREP AND
ADMISSIONS

ACT^{®*}

Practice Test 1
Answers & Explanations
For Courses Starting 12/12/08 and Later

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My Cousin Nicola

- 1. C** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: Use “who” or “whom” to refer to a person.
Getting to the Answer: The underlined word begins a description of Lucia; the correct pronoun is “who,” because Lucia is a person. **C** is correct.
“Which,” in **A**, is incorrect when used to refer to a person.
B uses the objective case “whom”; you wouldn’t say “*her* was already married,” so “*whom* was already married” is incorrect.
“She who,” in **D**, makes the sentence unnecessarily wordy and awkward.
- 2. J** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: Independent clauses should either be joined by a semicolon or connected with a coordinating conjunction; otherwise, one of the clauses must be made subordinate.
Getting to the Answer: As written, the sentence is a run-on. None of the answer choices offers a semicolon or a comma and a coordinating conjunction, but **J** makes the second clause dependent by using “that.”
G and **H** do not address the run-on error.
- 3. B** **Category:** Verb Tenses
Difficulty: Medium
Strategic Advice: Use context to determine appropriate verb tenses.
Getting to the Answer: This sentence uses the simple past tense “were” and doesn’t indicate any time shift, so the simple past tense “knew” makes the most sense. **B** is correct.
A uses the past participle “known” without the necessary helping verb “had.”
C incorrectly uses “had knew”; the past participle of “know” is “known.”
D uses “been known” without the necessary helping verb “had”; it also creates a sentence that is grammatically incorrect.
- 4. J** **Category:** Connections
Difficulty: Medium
Strategic Advice: Remember to read for logic, as well as grammar and usage.
Getting to the Answer: This sentence inappropriately uses the contrast word “however”; “then,” a Connection indicating time, is the best choice here.
G and **H** use cause-and-effect Connections, which are inappropriate in context.
- 5. C** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: When an idiomatic construction begins with “not only,” it must conclude with “but also.”
Getting to the Answer: Only **C** correctly completes the idiom.
“And” (**A**), “so” (**B**), and “then” (**C**) all fail to correctly complete the idiom.

6. **H** **Category:** Verb Tenses
Difficulty: Medium
Strategic Advice: The *-ing* form can serve several functions; when used as a verb, it requires a helping verb to be correct.
Getting to the Answer: “I being” here is grammatically incorrect; **H** substitutes the correct verb form “was.”
G creates a grammatically incorrect sentence, and **J** omits the verb.
7. **B** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: With Writing Strategy questions like this one, you need to identify the choice that matches the purpose stated in the question stem.
Getting to the Answer: The question asks you to select the sentence that gives the most relevant information about Nicola's travel plans. Only **B** tells you about Nicola's plans; he intends to spend the summer with his family in New York.
A mentions Nicola's trip to England, which is Out of Scope for the passage.
C provides general information about the easiest way to travel from Italy to America, but it doesn't tell you anything about Nicola's specific plans to visit America.
D also focuses on the past, explaining why Nicola had not previously come to America; this doesn't match the question stem's call for information about Nicola's travel plans.
8. **H** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: Always read question stems carefully; it's easy to miss an important word like NOT or EXCEPT.
Getting to the Answer: The question asks for the word that does NOT show that the cousins looked forward to meeting Nicola. The only negatively charged word here is “apprehensive,” which suggests that the cousins feared Nicola's arrival. **H** is correct.
F, **G**, and **J** all use positively charged words that indicate the cousins were looking forward to Nicola's visit.
9. **C** **Category:** Punctuation
Difficulty: Medium
Strategic Advice: A phrase set off between commas must be nonessential: that is, the sentence must still make sense without it.
Getting to the Answer: As written, this sentence treats the phrase “hadn't seen him” as nonessential, but “like me, since they were kids” does not make sense. **C** eliminates the incorrect comma without introducing any additional errors.
B and **D** create run-on sentences; additionally, **D** incorrectly inserts a comma between a verb and its object.
10. **J** **Category:** Wordiness
Difficulty: Low
Strategic Advice: Eliminate answer choices that contain redundant language.
Getting to the Answer: It is redundant to use “similarity” and “in common” together; **J** eliminates the redundancy.
G and **H** both contain redundant language.

11. **C** **Category:** Wordiness
Difficulty: Medium
Strategic Advice: The shortest answer isn't always correct. The sentence must make sense, both logically and grammatically.
Getting to the Answer: **A** and **B** include information irrelevant to the topic of the writer meeting Nicola. **D** omits a phrase necessary for the sentence to make sense. That leaves **C**, which eliminates the irrelevant information without losing the logic of the sentence.
12. **J** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: As a general rule, descriptive phrases modify the nouns that immediately follow them.
Getting to the Answer: As written, this sentence tells us that "I" was "Taught to him before she passed away in Italy." **J** is the most concise and logical version of this sentence.
G incorrectly indicates that the grandmother, not Nicola, taught the songs to the writer. **H** gives the introductory phrase no logical noun to modify, making its grammatical structure incorrect.
13. **C** **Category:** Verb Tenses
Difficulty: Low
Strategic Advice: A verb is underlined, so start by checking to see if the tense is correct.
Getting to the Answer: The simple past tense is used in this paragraph: "shared" and "connected." The correct tense here is the simple past "threw," as in **C**.
A uses the conditional tense "would have thrown," but the sentence describes something the writer's father actually did, not something hypothetical.
B uses the future perfect tense, but the sentence describes something that happened in the past, not an upcoming event.
D uses the present tense, but the action happened in the past.
14. **G** **Category:** Punctuation
Difficulty: Low
Strategic Advice: "Possessive versus plural" questions can often be answered quickly: does the sentence refer to more than one grandmother or something belonging to a grandmother?
Getting to the Answer: This sentence is discussing the country that "belongs" to the grandmother, so an apostrophe is needed to make "grandmother" possessive. Only **G** does this without introducing an additional error.
F is missing the necessary apostrophe; "grandmothers" is plural, not possessive.
H uses the plural possessive "grandmothers'" but only one grandmother is discussed in the paragraph.
J corrects the punctuation error but substitutes the homophone "are" for the plural possessive pronoun "our."

15. **A** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: The question stem asks for the best conclusion to the essay, so keep the main idea of the essay in mind. Narrow details or new topics will be incorrect here.
Getting to the Answer: The essay focuses on the connection between the New York and Italian members of the writer's family, particularly the relationship that developed between the writer and Nicola. **A** maintains the tone and topic of the final paragraph by describing Uncle Vittorio's reaction to the music performed by the two cousins; it also reflects the essay's topic of family in New York and Italy.
B addresses Uncle Vittorio's age, which is not relevant to this essay.
C changes the focus from the writer and his family to the writer's feelings about performing music.
D abruptly changes the topic of the paragraph, moving from a description of Uncle Vittorio's emotional reaction to the music to a comparison of the writer and Nicola.

The Handsome Bean

16. **G** **Category:** Punctuation
Difficulty: Medium
Strategic Advice: When the only difference in the answer choices is the use of commas, focus on sentence structure. Are there items in a list that need to be separated by commas? A nonessential phrase that needs to be set off from the rest of the sentence with a pair of commas? An introductory phrase or clause that needs to be separated from the rest of the sentence?
Getting to the Answer: This sentence treats the phrase "I live" as nonessential, but removing it creates a sentence fragment. **G** properly places a comma between the introductory phrase describing the location of the Handsome Bean coffee shop and the sentence's independent clause.
H creates an introductory clause with no noun to modify, which is grammatically incorrect.
J fails to set off the introductory phrase from the body of the sentence, making the sentence difficult to understand.
17. **D** **Category:** Wordiness
Difficulty: Low
Strategic Advice: Be aware of words or phrases that mean essentially the same thing; using them together will be incorrect on the ACT.
Getting to the Answer: "Customers" are by definition "people who are interested in purchasing items," so these descriptions are redundant. **D** eliminates the redundancy. **A**, **B**, and **C** all contain redundant language.

18. **F** **Category:** Verb Tenses
Difficulty: Low
Strategic Advice: Use context to determine the answers to Verb Tenses questions.
Getting to the Answer: The verbs in this paragraph are in the present tense: “come,” “stay,” “is,” and “offers.” The present tense “sponsors” is correct, so NO CHANGE is needed.
G uses the past perfect “had sponsored,” incorrectly suggesting that the coffee shop sponsored the Little League team before another past event.
H and **J** use the past tense, which is inconsistent with the rest of the paragraph.
19. **B** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: Read question stems carefully. Often, all four answer choices to Writing Strategy questions will be relevant to the passage, but only one will fulfill the specific requirements of the question.
Getting to the Answer: The question asks for additional detail about the customers who come to the coffee shop. Only **B** focuses on customers—the parents and children who come for ice cream after the Little League games.
A focuses on an additional discount provided by the coffee shop, not on the customers of the shop.
C provides a detail about another sport supported by the coffee shop; this doesn't match the purpose stated in the question stem.
D provides more information about the Little League field, not about the coffee shop's customers.
20. **G** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: When the end of one sentence and the beginning of the next are underlined, consider whether one or both are sentence fragments.
Getting to the Answer: As written, both of these sentences are fragments, since neither expresses a complete thought. **G** correctly combines the two fragments into a single sentence.
H is unnecessarily wordy.
J does not address the error.
21. **C** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: Remember the first step in the Kaplan Method: Read until you have enough information to answer the question. Here, you need to select the sentence that best introduces the topic of the paragraph, so you'll need to read the paragraph.
Getting to the Answer: The paragraph describes the antique décor of the coffee shop—its “century-old” counter, the photos from the 1920s and 1930s, and the “original tin ceiling.” **C** effectively leads into this description by explaining that the owner wants the shop to “look like it has been there for decades.”
A focuses on the friendship between the writer and Mary; this doesn't connect with the details of the antique counter, old photos, and original tin ceiling.
B is too general; **C** provides a more specific reason for the decorating decisions Mary has made.
D explains that the space was vacant before the Handsome Bean opened, but this doesn't introduce the description of the décor.

22. **H** **Category:** Word Choice
Difficulty: Low
Strategic Advice: The object of a preposition must be a noun, pronoun, or gerund (*-ing* verb form functioning as a noun).
Getting to the Answer: For this sentence to make sense, the noun “condition” is required as the object of “to.” Since nouns can only be modified by adjectives, **H** is correct.
F and **G** use the adjective “conditional” as the object of the preposition, which is grammatically incorrect.
Although “original” can function as a noun, it could not then be modified by an adverb, so **J** is incorrect.
23. **B** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: The ACT will often separate a tested verb from its subject with an intervening phrase or clause. Make sure that you’ve correctly identified the subject with which an underlined verb must agree.
Getting to the Answer: As in many sentences on the ACT, a description separates the subject and verb here; the subject of the verb “depicts” is the plural “photos.” The plural form “depict” is needed; **B** is correct.
C and **D** do not address the error; additionally, **C** introduces an unwarranted verb tense change.
24. **F** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: To answer this type of question, focus on the function of the sentence. What purpose does it serve in the paragraph?
Getting to the Answer: The sentence provides the reader with the information that the building is at least 70 years old. Therefore, if the sentence were deleted, you would lose information about the age of the building. **F** is correct.
G refers to Mary and the writer etching their names in the ceiling, but the time at which the original owner etched his name in the ceiling has little to do with why Mary and the writer did the same thing.
H relates the sentence to the influence of the original owner; however, the time at which Harvey etched his name has little to do with his influence on Mary, the writer, or anyone else.
J treats the sentence as a description of the interior of the coffee shop, but no description of the ceiling is given in this sentence.

25. **D** **Category:** Punctuation
Difficulty: Medium
Strategic Advice: A comma should not be inserted between a preposition and its object.
Getting to the Answer: This sentence requires no comma; **D** is correct.
B uses a semicolon, which is only correct when used to connect two independent clauses.
C treats “usually in the form” as a nonessential phrase. However, deleting this phrase does not leave a logical sentence; some additional form of punctuation would be needed to make it correct.
26. **J** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: Use “number” for items that are countable and “amount” for quantities that are not.
Getting to the Answer: The talented musicians and poets are countable, so “number” should be used instead of “amount.” Since the number of talented performers isn’t compared to anything, “good” is the correct adjective. The answer is **J**.
F and **G** use “amount” where “number” would be correct; additionally, **G** uses the comparative adjective “better,” but nothing is compared here.
H also uses “better,” which is only correct in a comparison.
27. **C** **Category:** Wordiness
Difficulty: Medium
Strategic Advice: Be aware of phrases like “It being that” here; they add no real meaning to the sentence and provide no clear antecedent for the pronoun.
Getting to the Answer: “It being that” is unnecessary here, but eliminating it creates a run-on sentence. **C** eliminates the unnecessary language and makes the second clause subordinate.
B and **D** both use incorrect grammatical structure.
28. **G** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: Elements in a compound must be parallel in structure.
Getting to the Answer: The conjunction “or” creates a compound: students load up on caffeine “so they can cram all night...or finishing their research papers.” **G** makes the two verbs, *cram* and *finish*, parallel.
H and **J** do not address the parallelism error.
29. **D** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: A sentence may have multiple nouns and verbs and still be a fragment. A complete sentence requires a subject and a verb in an independent clause that expresses a complete thought.
Getting to the Answer: The subject here is “a group of high school students,” but the clause “who stops by to have an ice cream cone or an egg cream” describes the students without providing a predicate verb. **D** eliminates the pronoun, making “stops” the predicate verb.
B does not address the error and incorrectly uses “that” to refer to people.
C creates an error in subject–verb agreement; the plural pronoun “they” does not agree with the verb “stops.”

30. **H** **Category:** Organization
Difficulty: Medium
Strategic Advice: When you need to add or move information, read the new information into the passage at the suggested points to determine its logical placement.
Getting to the Answer: The paragraph describes different customers at the coffee shop throughout a typical day, starting in the morning and ending in the evening. This sentence talks about customers who come to the coffee shop in the afternoon, so it should be placed between sentence 3, which talks about daytime customers, and sentence 4, which describes customers in the evening. **H** is correct.
F and **J** both place the information about customers in the afternoon after information about customers in the evening.
G places the information about afternoon customers before the information about morning customers.

Mr. Midshipman Marryat

31. **A** **Category:** Punctuation
Difficulty: Medium
Strategic Advice: Remember your tested comma rules. If a sentence doesn't satisfy a tested condition, the comma will be incorrect.
Getting to the Answer: NO CHANGE is needed here.
B treats “naval,” “adventure,” and “exploration” as three items in a list, but “naval” is an adjective, not a noun.
C places a comma between the adjective “naval” and “adventure,” the noun it describes.
D adds a semicolon, but the second clause is not independent.
32. **G** **Category:** Wordiness
Difficulty: Low
Strategic Advice: Follow the Kaplan Method and read until you have enough information to identify the issue. A problem that isn't apparent in the underlined portion may be clear when you consider the whole sentence.
Getting to the Answer: The sentence is grammatically correct, but it uses redundant language: “Finally” and “at last” mean the same thing. **G** is correct.
H changes “Finally” to “In the end,” but this doesn't correct the redundancy problem.
J makes the redundancy problem worse by using both “Ultimately” and “the result.”
33. **C** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: Every pronoun must have a clear and logical antecedent.
Getting to the Answer: Marryat, not his parents, enlisted in the British Navy, so the pronoun here should be “he,” not “they.” Both **C** and **D** correct the pronoun, but **D** introduces a new error; a comma, not a semicolon, is used with a coordinating conjunction (“and”).
B does not address the error.

34. **H** **Category:** Word Choice
Difficulty: Low
Strategic Advice: Remember the difference between “who’s” and “whose.” “Who’s” always stands for “who is” or “who has,” while “whose” shows possession.
Getting to the Answer: The “naval exploits” were Cochrane’s, so the pronoun “whose” is correct here.
F uses “that’s,” which is a contraction for “that is”; “that is naval exploits are legendary” doesn’t make sense in context.
G uses “who’s,” a contraction for “who is or “who has”; “who is (or has) naval exploits are legendary” doesn’t make sense.
J creates a grammatically incorrect sentence.
35. **A** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: Use your elimination skills here. Once you’ve answered the question “yes” or “no,” you can immediately eliminate two choices and focus your attention on the remaining two.
Getting to the Answer: The question asks you if the phrase “a number of” adds meaning to the sentence, so take a look at the sentence without the phrase. Omitting the phrase leaves you with Cochrane “as the inspiration for Marryat’s fictional characters.” A reader could easily assume that this means that Cochrane was the inspiration for all of Marryat’s characters, which definitely changes the meaning of the sentence. **A** provides the correct answer.
B is incorrect because “characters” is plural, which indicates that Cochrane was a model for more than one character.
C and **D** incorrectly state that omitting the phrase would not change the meaning of the sentence.
36. **J** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: When you’re asked about adding a new phrase or sentence, consider both relevance and tone.
Getting to the Answer: The focus of this essay is Marryat and how his adventures at sea influenced his writing. The description of Cochrane as an inspiration for Marryat is directly related to the essay’s focus, but the information that Cochrane inspired another writer is irrelevant. The sentence should not be added because it is not connected to the main idea of the essay, so choice **J** is correct.
F and **G** would both incorrectly add the sentence to the essay.
H is incorrect because even adding an explanation of the relationship between O’Brian and Marryat would not make this detail relevant to the topic of the essay.
37. **C** **Category:** Wordiness
Difficulty: Medium
Strategic Advice: Watch out for words that mean essentially the same thing.
Getting to the Answer: Someone who is “famous” is, by definition, “prominent,” so describing someone as “prominently famous” is redundant. Only **C** eliminates all redundant language.
B and **D** still contain redundant language.

38. **G** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: The question asks you to correctly place the prepositional phrase in the sentence, so start by determining what came “from historical records.”
Getting to the Answer: The sentence explains that Marryat had vast experiences at sea, while other writers had only “their imaginations and accounts.” It makes sense that these accounts came “from historical records,” so the placement in **G** is correct.
F indicates that the captain himself, not stories about him, came “from historical records.”
H indicates that the other writers came “from historical records,” which doesn't make sense.
J indicates that Marryat's memories of adventures came “from historical records”; this contradicts the information in the passage.
39. **A** **Category:** Punctuation
Difficulty: Medium
Strategic Advice: Not every underlined portion will contain an error; about 25% of English Test questions will require NO CHANGE.
Getting to the Answer: In this sentence, “captain and literary inspiration” describes Cochrane; **A** correctly sets “Cochrane” off from the rest of the sentence.
B and **D** incorrectly place commas within a compound; commas are used to set off items in a series of three or more.
C omits the comma necessary to set off “Cochrane” from the rest of the sentence.
40. **F** **Category:** Verb Tenses
Difficulty: Medium
Strategic Advice: Verb tenses must make sense in the context of the sentence, so consider whether one action logically occurs before another.
Getting to the Answer: This sentence tells you about two past events—a midshipman falling overboard and Marryat jumping into the sea to save him. The first event was the midshipman falling, so the past perfect “had fallen” in **F** is correct.
G uses the conditional “would have fallen,” but Marryat didn't prevent the midshipman from falling into the sea; he jumped in after the midshipman.
H illogically suggests that the midshipman was still in the process of falling overboard when Marryat jumped in to save him.
J incorrectly uses the present tense; all of the actions in this sentence took place in the past.
41. **D** **Category:** Wordiness
Difficulty: Low
Strategic Advice: The passive voice is not always incorrect, but it is generally wordier than the active. If a passive construction can be easily made active, the correct answer choice will do so.
Getting to the Answer: Marryat is the one who accomplished the feats, so an active sentence will focus on him, rather than his actions. **D** makes “he” the subject and uses the active verb “accomplished.”
A and **C** make “feats,” not Marryat, the subject, requiring passive and unnecessarily wordy constructions.
B is also unnecessarily wordy.

42. **G** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: The correct sentence will be related to the topic of this paragraph and reflect the passage's overall tone and style.
Getting to the Answer: This paragraph discusses the “feats” Marryat accomplished while in the Navy. **G** adds a new feat—inventing a lifeboat—to the list. This choice is most closely related to the ideas presented in the paragraph.
F continues on the topic of the War of 1812, but is not the best choice to conclude the paragraph, which concerns Marryat's feats.
H concerns the British Navy, which is a detail in the passage, not the paragraph's topic.
J is a general statement that is not necessarily related to Marryat's accomplishments in the Navy.
43. **B** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: Modifying words and phrases should be as close as possible to the person, thing, or action they describe.
Getting to the Answer: Marryat's “novels and short stories” were published in England while he was at sea; **B** makes this clear.
In **A**, “during this time” seems to be what was published in England, which is illogical.
C is awkwardly worded and “by him” is redundant with “His greatest acclaim.”
The sentence created by **D** is grammatically incorrect.
44. **H** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: Most ACT Idioms questions will hinge on preposition choice.
Getting to the Answer: The correct idiom here is “concentrate on writing,” as in **H**.
F uses “concentrate for”; you might concentrate for a period of time, but you don't concentrate *for* writing.
G uses “concentrate at”; you might concentrate at a place, such as school, but you don't concentrate *at* writing.
J uses two idioms that are inappropriate in context. You might major in writing at college, but you don't *concentrate* in writing; additionally, “writing of full-time” suggests that Marryat was writing about the topic of full-time.
45. **B** **Category:** Organization
Difficulty: Medium
Strategic Advice: The first paragraph in a passage typically introduces the passage's topic.
Getting to the Answer: Only Paragraph 2 uses Marryat's full name: “Frederick Marryat.” This paragraph also introduces the topic: Marryat wrote about the adventures he had at sea. This makes Paragraph 2 a better opening paragraph than Paragraph 1; **B** is correct.
C interrupts the chronology by placing information about Marryat's enlistment in the navy after details about his first few years in the navy.
D similarly disrupts the chronological order by placing information about Marryat's enlistment in the Navy after all of the details about his experiences in the navy.

The Toughest Task in Sports

46. **J** **Category:** Wordiness
Difficulty: Low
Strategic Advice: When OMIT is an option, read the underlined selection for relevance.
Getting to the Answer: The first paragraph compares the challenge of hitting a major league fastball to that of stopping a crank shot in lacrosse. The rest of the passage focuses on lacrosse, returning to the comparison to baseball in the third and fourth paragraphs. The description of quarterbacks is Out of Scope, so it should be omitted, choice **J**.
G and **H** also concern the challenge faced by quarterbacks.
47. **C** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: The words “that” and “which” often begin dependent clauses; when one of these words is included in an underlined portion, make sure it doesn’t create a sentence fragment.
Getting to the Answer: As written, this sentence has no predicate verb. “Lacrosse” is the subject, but “is often referred to” is the verb for the clause that begins with “that” and describes “Lacrosse.” Removing “that” makes “is often referred to” the main verb; **C** is correct.
B and **D** do not correct the fragment error.
48. **G** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: An adverb can modify a verb, adjective, or another adverb; it cannot be used to modify a noun.
Getting to the Answer: Here, the adverb “brutally” is used to modify the noun “game.” The adjective form “brutal” in **G** is correct.
Although “brute” (**H**) can be used as adjective, it is incorrect in this context.
J uses “brutality,” which is a noun, where the adjective form is needed.
49. **A** **Category:** Punctuation
Difficulty: Medium
Strategic Advice: When the only difference in the answer choices is punctuation, remember your tested rules.
Getting to the Answer: A comma is correctly used here to separate the two qualities players possess. NO CHANGE is needed.
B uses a semicolon, which would only be correct if an independent clause followed it.
C omits the comma, making the meaning of the sentence unclear.
D inserts a comma after “and”; commas are incorrect after the conjunctions in compounds.

50. **G** **Category:** Verb Tenses
Difficulty: High
Strategic Advice: A pronoun and a verb are underlined, so you have several things to check. Make sure that the pronoun has a clear antecedent and is used consistently. Then make sure that the verb agrees with its subject and is in the correct tense.
Getting to the Answer: The pronoun “they” correctly refers to the “players,” but this paragraph is written in the present tense (“is,” “possess,” “stands,” “sprint”). The present tense “attempt” in **G** is correct.
F incorrectly uses the past tense.
H and **J** both incorrectly use the pronoun “one,” which does not agree with its plural antecedent “players.”
51. **C** **Category:** Organization
Difficulty: Medium
Strategic Advice: Use context clues to help you answer Organization questions.
Getting to the Answer: Sentence 5 describes the job of “the keeper” in lacrosse. Because sentence 3 introduces the role of the goalkeeper, sentence 3 should be placed right before sentence 5. **C** creates the most logical order of sentences in this paragraph.
A and **B** both put a specific detail about lacrosse before a general description of how the game is played; this paragraph moves from the general to the specific, not the other way around.
D incorrectly omits the sentence; because it identifies the role of the goalkeeper in lacrosse, the sentence is relevant to this paragraph.
52. **H** **Category:** Punctuation
Difficulty: High
Strategic Advice: If you're not sure how to approach a tough Punctuation question, try boiling the sentence down to its basics. Identify the subject and verb in each clause. Remember that a single comma should not separate a subject from its verb.
Getting to the Answer: Eliminate the introductory phrase and dependent clause from this sentence, and you're left with “the fastest 'crank shots' on goal, can reach 110 mph.” The subject is “crank shots,” and the verb is “can reach.” There should be no comma separating them, so **H** is correct.
F treats “the fastest 'crank shots' on goal” as a nonessential phrase, but the sentence does not make sense without it.
G inserts two commas, treating “can” as nonessential. However, “can” is a necessary part of the verb phrase “can reach.”
J places the comma between the two verbs in the verb phrase, which will never be correct.
53. **D** **Category:** Wordiness
Difficulty: Medium
Strategic Advice: Always consider redundancy when OMIT is an answer choice.
Getting to the Answer: “By high school players” is redundant in a sentence that begins “Even at the high school level.” **D** removes the redundant language.
B and **C** both contain redundancies.

54. **J** **Category:** Wordiness
Difficulty: Low
Strategic Advice: When one answer choice is significantly shorter than the others, consider Wordiness. For this question, ask yourself whether a description of the field is relevant to the sentence.
Getting to the Answer: The sentence compares the single position from which a baseball pitcher throws to the multiple positions from which a lacrosse player can shoot. A description of the field is not related to the main point of this sentence or the following one, so the description should be deleted. **J** is correct.
F, **G**, and **H** all describe the field, adding irrelevant information to the sentence.
55. **D** **Category:** Wordiness
Difficulty: Medium
Strategic Advice: Look for the most concise and direct way to express a sentence's meaning.
Getting to the Answer: By definition, "six feet" is both a "distance" and a "length"; including either of these words is redundant. **D** is the only choice without redundancy. **A** and **B** unnecessarily describe "six feet" as "a distance" and "a length," respectively. **C** uses both "just" and "mere"; these words have essentially the same meaning and their use together is redundant.
56. **G** **Category:** Connections
Difficulty: Low
Strategic Advice: Think about what relationships these transitions depict.
Getting to the Answer: The preceding sentence gives an explanation of why a lacrosse goalie has a difficult task. This sentence adds to that explanation, telling you that players can make fake moves to trick the goalie. Choices **F**, **H**, and **J** all use transitions that indicate one idea is being added to another. Only **G** indicates a different relationship; "On the other hand" suggests a contrast between the ideas in the two sentences.
57. **B** **Category:** Connections
Difficulty: Medium
Strategic Advice: When asked to connect paragraphs, be sure you read through them, considering both subject matter and tone.
Getting to the Answer: The Keyword "however" in the second sentence of paragraph 4 tells you that there must be some sort of contrast between the first and second sentences. The second sentence also refers to "Both of these endeavors," so the sentence in question should discuss both hitting a major league pitch and blocking a crank shot. Only **B** meets both of these requirements.
A and **C** do not provide the contrast indicated by "however"; additionally, the slang phrase "is tough" in **A** is inconsistent with the tone of the rest of the passage.
D does not mention hitting a major league pitch, making "Both of these endeavors" in the second sentence illogical.

58. **F** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: Get in the habit of “matching” verbs with their subject nouns.
Getting to the Answer: The subject of the underlined verb is the plural “Both”; this sentence needs NO CHANGE.
G is singular and does not agree with the plural subject “both.”
H changes the verb to the past tense, but the passage is in the present tense.
J uses the conditional “would have required,” but there is nothing conditional or hypothetical about the writer’s opinion.
59. **B** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: A pronoun is underlined, so the issue may be pronoun–antecedent agreement, ambiguity, or a pronoun shift. Check context clues.
Getting to the Answer: The preceding sentence uses the third-person pronoun “One.” Because the underlined sentence adds a thought to the preceding sentence, the pronouns should be consistent. This makes **B** correct.
A uses the second-person pronoun “you.”
C shifts to the third-person plural “they.”
D shifts from “One” to “he”; it also illogically changes the verb tense.
60. **J** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: This type of question requires you to determine the main idea of the passage. Your Reading skills will come in handy here.
Getting to the Answer: In the first paragraph, the writer argues that “stopping a crank shot in men’s lacrosse” is “even tougher than taking a major league at-bat.” All of the following details support this position. **J** correctly identifies the main idea of the passage.
F and **G** are both automatically out, because the passage does not go into any depth about the strategies employed by baseball pitchers.
H is incorrect because the passage provides details in paragraph 3 about the speeds achieved by baseball pitchers.

Thomas Edison, Tinfoil Cylinders, and MP3 Players

61. **A** **Category:** Punctuation
Difficulty: Medium
Strategic Advice: If you're not sure whether a phrase or clause should be set off from the sentence by commas, try reading the sentence without it. If the sentence no longer makes sense, then the commas are incorrect.
Getting to the Answer: The sentence is correct as written.
B incorrectly separates the prepositional phrase “at a breakneck pace” from the verb it describes.
C and **D** both incorrectly insert a comma between the subject “formats” and the verb phrase “have come and gone.”
62. **H** **Category:** Sentence Sense
Difficulty: High
Strategic Advice: More than one placement may create a grammatically correct sentence, so make sure that the sentence is also logical.
Getting to the Answer: What word in this sentence does “better” most logically describe? The main idea of the sentence is that the vinyl record replaced the gramophone, so something about the vinyl record must have been better than the gramophone. It makes the most sense to describe vinyl record as “sounding better,” as in **H**.
F places “better” before “supplanted,” which means “replaced”, but the sentence isn't comparing the way the vinyl record replaced the gramophone to the way another technology replaced the gramophone.
G puts “better” before “vinyl,” but “vinyl” isn't being compared to anything in the sentence that results.
J creates an illogical sentence, indicating that the gramophone was the better recording format even though it was replaced by the vinyl record.
63. **C** **Category:** Sentence Sense
Difficulty: Medium
Strategic Advice: The *-ing* verb form cannot be the predicate (main) verb in a sentence.
Getting to the Answer: As written, this sentence is a fragment. **C** corrects this by providing a predicate verb without introducing any additional errors.
B and **D** do not address the error.
64. **G** **Category:** Connections
Difficulty: High
Strategic Advice: With Connections questions, focus on the relationship between ideas.
Getting to the Answer: The two ideas here are contrasted—the “average high school student” knows about one type of recording but not the other. **B** has the only contrasting Connections word.
F and **H** incorrectly indicate a cause-and-effect relationship; it doesn't make sense that familiarity with the vinyl record would lead to unfamiliarity with the 8-track.
J uses “or,” which doesn't make sense in context. It wouldn't seem “curious” that younger people had never heard of either of these recording techniques; what's “curious” is that they are familiar with the older one, but not the more recent.

65. **D** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: A compound subject joined with “and” requires a plural verb form.
Getting to the Answer: The subject here is “DJs and those,” so the two verbs need to be in the plural form. **D** is correct.
B and **C** change one verb but not the other.
66. **J** **Category:** Wordiness
Difficulty: Medium
Strategic Advice: Redundant information may be contained within the underlined selection, or the underlined information may be redundant because of information elsewhere in the sentence or paragraph.
Getting to the Answer: Since we already know that DJs and music-mixers “appreciate” vinyl recordings, it is redundant to also say that they “cherish” them; **J** is correct.
G does not address the error.
H repeats the information that vinyl records are played on turntables.
67. **B** **Category:** Wordiness
Difficulty: Medium
Strategic Advice: When you don't spot an error in grammar or usage, check for errors in style.
Getting to the Answer: The simplest way to express what the DJs have done is given in **B**: “They have kept records from disappearing into oblivion.”
A and **C** are unnecessarily wordy.
D uses the idiomatically incorrect “disappearance toward.”
68. **H** **Category:** Punctuation
Difficulty: Medium
Strategic Advice: “Aside” words like “though,” “for example,” and “however” should be set off with commas, since the sentence would still make sense without them.
Getting to the Answer: **H** places the commas correctly.
F and **J** only use one of the necessary commas to separate “though” from the rest of the sentence.
G uses a semicolon, which is only correct when used to combine independent clauses.
69. **C** **Category:** Punctuation
Difficulty: High
Strategic Advice: Colons are used to introduce or emphasize a brief definition, explanation, or list.
Getting to the Answer: The information after the underlined selection serves as an explanation of the “something different” to which the writer refers. **C** correctly places a colon before this information.
A uses no punctuation, which makes the sentence hard to understand.
B incorrectly uses a semicolon between an independent and a dependent clause.
D uses a comma, which doesn't set off the explanation as well as the colon does.

70. **G** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: Use context and Keywords to determine the correct answers to Writing Strategy questions.
Getting to the Answer: The second sentence in the paragraph begins “In contrast” and explains that personal music players have an impressive amount of storage space. The correct answer choice, then, will have something to do with the limited amount of storage space provided by other recording formats. **G** does this, explaining that “A... compact disc can store only...a few hours worth of songs.”
F focuses on portability, not storage, making the transition “In contrast” illogical.
H describes what music listeners want, but this does not contrast with the storage capacity of personal music players discussed in the second sentence.
J focuses on the size of music players, not their storage capacity.
71. **B** **Category:** Word Choice
Difficulty: Medium
Strategic Advice: Read idioms for both proper construction and logic in context.
Getting to the Answer: “Contrasting by” is idiomatically incorrect; the best choice here is **B**, “Compared to.”
C uses incorrect grammatical structure.
D is idiomatically incorrect.
72. **J** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: Read all question stems carefully. The correct answer choice will maintain the passage's tone and satisfy the stated purpose.
Getting to the Answer: The question stem asks for a choice that will “help readers understand the [MP3 player's] storage capacity and size,” so you can immediately eliminate **F** and **H**, which address the player's popularity, not its storage capacity. Both **G** and **J** discuss the MP3 player's storage capacity, but **J**'s information is more specific and better satisfies the requirement of the question stem.
73. **B** **Category:** Writing Strategy
Difficulty: High
Strategic Advice: Read the paragraphs in question with the suggested changes. How do they affect the essay?
Getting to the Answer: If the writer uses the pronouns “you” and “your,” he is directly addressing the reader. The effect is a more personal tone, choice **B**.
A mentions suggested actions, which are not present in paragraphs 5 and 6. The tone of the essay is not “formal and removed,” as **C** indicates.
D focuses on the writer's knowledge, but changing the pronouns would not affect the facts presented by the writer.

74. **F** **Category:** Organization
Difficulty: Medium
Strategic Advice: The first sentence of a paragraph typically introduces the topic of the paragraph, so look for the paragraph that contains details related to this sentence.
Getting to the Answer: Paragraph 2 explains how the gramophone record was replaced by the vinyl phonograph record. The new sentence introduces the idea that the gramophone record's popularity did not last, so the beginning of paragraph 2 is the most logical placement. **F** is correct. The gramophone is not mentioned in paragraph 3, 4, or 5.
75. **D** **Category:** Writing Strategy
Difficulty: Medium
Strategic Advice: This is a question about the main idea of the essay. By determining this, you can quickly eliminate two answer choices.
Getting to the Answer: The main idea of the essay is that recording formats have changed and improved rapidly over the past 135 years and are likely to continue changing rapidly. This main idea does not include any technical explanation of how sounds are recorded, so you can immediately eliminate **A** and **B**. **C** can also be ruled out since, far from discussing “a limited number of recording formats,” this essay mentions nearly all of them; **D** is correct.

Math

1. **E** **Category:** Operations

Difficulty: Low

Strategic Advice: To add or subtract fractions, you must first give them a common denominator.

Getting to the Answer:

$$1\frac{2}{3} + 2\frac{3}{4} = \frac{5}{3} + \frac{11}{4} = \frac{20}{12} + \frac{33}{12} = \frac{53}{12} = 4\frac{5}{12}$$

Or, alternatively, plug the numbers into your calculator: $1.6667 + 2.75 = 4.4167$. When you enter **E** into your calculator, you get the same result.

2. **H** **Category:** Variable Manipulation

Difficulty: Low

Strategic Advice: The signs between these terms say to *multiply*—keep that in mind as you apply the rules for exponents. Be careful not to leave any parts out or multiply by any part more than once.

Getting to the Answer: First, multiply the number parts together: $2 \cdot 3 \cdot 6 = 36$, which immediately eliminates **F** and **G**. Then, x times x is x^2 , which eliminates **J**. Now multiply the y s: $y^3 \cdot y^2 \cdot y^2 = y^{3+2+2} = y^7$, so **H** is correct. Remember that you're counting up how many y s are multiplied, so you add the powers.

3. **A** **Category:** Operations

Difficulty: Low

Strategic Advice: Make sure you solve for what the problem is asking. Wrong answer choices will often be other parts of the question or steps along the way.

Getting to the Answer: Ms. Ruppin earns $\frac{\$51,940}{245} = \212 per day. The company will save $\$212 - \$140 = \$72$ by paying the replacement instead, which is **A**. Note that **E** is Ms. Ruppin's pay and **C** is the replacement's pay. Don't fall for the traditional traps.

4. **J** **Category:** Proportions and Probability

Difficulty: Medium

Strategic Advice: Average questions always start the same way: write the equation using the given information. The average is always equal to the sum of the terms divided by the number of terms.

Getting to the Answer: Let x be the fifth test score. Then the situation in this question is:

$$\frac{52 + 70 + 76 + 79 + x}{5} = 75$$

$$\frac{277 + x}{5} = 75$$

$$277 + x = 375$$

$$x = 98, \text{ J is correct.}$$

5. **C** **Category:** Proportions and Probability

Difficulty: Medium

Strategic Advice: If reading isn't your strength, skip problems like this until the end of the test.

Getting to the Answer: Divide the amount of water vapor per cubic meter, 6.7 grams, by the maximum, 19.2 grams:

$$\frac{6.7}{19.2} \approx 0.34896 = 34.896\% \approx 35\%, \mathbf{C}.$$

If you missed this question, you probably divided backwards and then compensated by subtracting 2 to get **E**, or didn't read carefully and rounded to the nearest 10%, which is **B**.

6. **J** **Category:** Plane Geometry
Difficulty: Low

Strategic Advice: Try to translate what you're asked for into concepts that you know. This question asks for the distance around the pool, also known as the perimeter.

Getting to the Answer: To find the perimeter of a rectangle, you need to add up all the sides: $2(30) + 2(10) = 80$ feet, which is **J**.

7. **A** **Category:** Variable Manipulation
Difficulty: Medium

Strategic Advice: When you have a minus before a parentheses, it gets distributed to *everything* inside the parentheses.

Getting to the Answer:

$$w[x - (y + z)] = w[x - y - z] = wx - wy - wz, \text{ or } \mathbf{A}.$$

You can also Pick Numbers for w , x , y , and z if you're not comfortable with the algebra involved.

8. **F** **Category:** Variable Manipulation
Difficulty: Medium

Strategic Advice: Watching your positives and negatives is key! Subtracting when you mean to add (or vice versa) will lead you straight to a wrong answer choice.

Getting to the Answer:

$$\begin{aligned} 2x - 5 &= 7x + 3 \\ -5 &= 5x + 3 \\ -8 &= 5x \\ -\frac{8}{5} &= x \end{aligned}$$

9. **D** **Category:** Patterns and Processes
Difficulty: Medium

Strategic Advice: Sometimes Backsolving will be much easier than trying to work out the algebra.

Getting to the Answer: You're not going to be able to tell whether you need a larger or smaller number here, so start with **A** and work your way down until you have the answer.

A. $22 - 13 = 9$. $49 - 31 = 18$. The difference between the first pair and the last pair is not the same. Eliminate.

B. $23 - 13 = 10$. $49 - 39 = 10$. So far so good, but what about going from the second to the third number? $39 - 23 = 16$, which is not the same as the difference between the other pairs. Eliminate.

C. $24 - 13 = 11$. $49 - 38 = 11$. However, $38 - 24 = 14$. Eliminate.

D. $25 - 13 = 12$. $49 - 37 = 12$. $37 - 25 = 12$. With a difference of 12, the sequence 13, 25, 37, 49 works. **D** is correct.

If you want to do the algebra, imagine that you're adding the same thing three times in order to get from 13 to 49 (since you always add the same thing to get the next number). This means that:

$$13 + 3x = 49$$

$$3x = 36$$

$$x = 12$$

The difference is 12, which means the next two numbers are $13 + 12 = 25$ and $25 + 12 = 37$. You can check that $37 + 12 = 49$. **D** is correct.

10. **J** **Category:** Variable Manipulation

Difficulty: Medium

Strategic Advice: Keeping the values for \sqrt{x} , x , and x^2 straight is important. It's easy to stop a step too soon and confuse x with \sqrt{x} .

Getting to the Answer:

$$x = \sqrt[3]{729} = 729^{\frac{1}{3}} = 9$$

$$\sqrt{x} + x^2 = \sqrt{9} + 9^2 = 3 + 81 = 84, \text{ which is } \mathbf{J}.$$

11. **C** **Category:** Plane Geometry

Difficulty: Medium

Strategic Advice: It's usually easier to work with fractions if they're written as improper fractions instead of as mixed fractions.

Getting to the Answer:

$$r = 1\frac{1}{3} = \frac{4}{3}$$

$$V = \frac{4}{3}\pi\left(\frac{4}{3}\right)^3 \approx 9.93, \text{ which is closest to } \mathbf{C}.$$

12. **K** **Category:** Proportions and Probability

Difficulty: Medium

Strategic Advice: Pay close attention to words like "not" and "except"—these will make all the difference in a problem.

Getting to the Answer: Probability can always be calculated using the fraction

$\frac{\text{desired outcomes}}{\text{possible outcomes}}$. The total number of balls is $10 + 10 + 8 = 28$. The number of non-

green balls is $10 + 10 = 20$. The probability of choosing a ball that isn't green is $\frac{20}{28} =$

$\frac{5}{7}$, which is **K**.

13. **B** **Category:** Patterns, Logic, & Data

Difficulty: Medium

Strategic Advice: Even if you're not sure how to perform operations on matrices, you can probably reason out the answer.

Getting to the Answer: The number of people who will leave Marketing is $0.3(30) = 9$. You can compute the number for each department, then add them all together. This will give you the same result as multiplying the matrices.

$$[30 \ 20 \ 60 \ 10] \begin{bmatrix} 0.3 \\ 0.5 \\ 0.2 \\ 0.4 \end{bmatrix} = 30(0.3) + 20(0.5) + 60(0.2) + 10(0.4) = 9 + 10 + 12 + 4 = 35, \text{ or } \mathbf{B}.$$

Note that even though the information is expressed in matrices, you do not need to know how to multiply matrices to solve the problem.

14. **H** **Category:** Patterns, Logic, & Data

Difficulty: Low

Strategic Advice: This first question simply tests whether you understand the table.

Getting to the Answer: Averages are always calculated by dividing the sum of the terms by the number of terms. You need to know this for Test Day. Using the three sections of English I (rows 1, 2, and 3): $\frac{29 + 27 + 22}{3} = \frac{78}{3} = 26$, which is **H**.

15. **B** **Category:** Patterns, Logic, & Data

Difficulty: Medium

Strategic Advice: Instead of getting overwhelmed by all the data and combinations, try to think of a systematic way to check if each period has enough computers. One good method would be to find the total number of students for each period.

Getting to the Answer:

Period	1	2	3	4	5	6
# Students	27	48	26	24	54	48

The number of computers available is $30 + 30 - 3 - 5 = 52$. This means there aren't enough for period 5, which is **B**.

16. **H** **Category:** Patterns, Logic, & Data

Difficulty: Medium

Strategic Advice: You don't need to calculate every row, column, and diagonal—since they should all be equal, you just need to look at one row or column that doesn't contain the middle square and one row, column, or diagonal that does contain the middle square.

Getting to the Answer: The first column sums to $-3x - 6x + 3x = -6x$.

The second column should have the same sum. Call the missing square q :

$$4x + q - 8x = -6x$$

$$q - 4x = -6x$$

$$q = -2x, \text{ which is } \mathbf{H}.$$

17. **D** **Category:** Coordinate Geometry

Difficulty: Low

Strategic Advice: Certain things, like where in the coordinate plane x and y are positive or negative, are essential knowledge on the ACT.

Getting to the Answer:

x is positive to the right and negative to the left of the y -axis.

y is positive above and negative below the x -axis.

x and y have the same sign in quadrant I and quadrant III, which is **D**.

18. **J** **Category:** Proportions and Probability
Difficulty: Low
Strategic Advice: Once you know the rule, all problems like this are straightforward. Simply multiply the number of possibilities for each type.
Getting to the Answer: $5 \cdot 8 \cdot 3 = 120$, or **J**.
19. **A** **Category:** Proportions and Probability
Difficulty: Medium
Strategic Advice: Blindly doing calculations will always come back to get you—many wrong answers involve doing the wrong calculations with the given numbers. Make a plan before you start manipulating numbers.
Getting to the Answer: Set up a proportion using the ratio of grain to bread. Be sure to keep track of the zeroes.

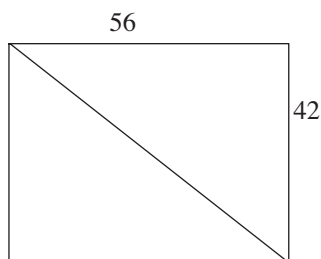
$$\frac{90,000}{150,000} = \frac{x}{6,000}$$

$$\frac{9}{15} = \frac{x}{6,000}$$

$$54,000 = 15x$$

$$3,600 = x$$

20. **H** **Category:** Plane Geometry
Difficulty: Low
Strategic Advice: Draw a picture to help you see which concept is being tested.
Getting to the Answer:



As you can see from the diagram, this problem is really about the Pythagorean Theorem. The diagonal of the rectangle forms two right triangles. Each triangle is actually a multiple of the 3:4:5 triangle, but that's a little hard to see with such a large multiple. The diagonal, which is the hypotenuse of each right triangle, is $\sqrt{56^2 + 42^2} = \sqrt{4,900} = 70$, or **H**.

21. **E** **Category:** Variable Manipulation
Difficulty: Medium
Strategic Advice: If you're not comfortable simplifying the expressions on the left to see if they match the expressions on the right, you can Pick Numbers for a , b , and c .
Getting to the Answer:
A is true. All you need to do is cancel out the factor b from the expression on the left to get the expression on the right.
B is true. It's just using the rules of exponents.
C is true. Both the numerator and the denominator are ab , and anything divided by itself equals 1 (except for zero, but that's not relevant here).
D is true. $\frac{a+b}{b} = \frac{a}{b} + \frac{b}{b} = \frac{a}{b} + 1$

E is false because you cannot divide the first terms and the second terms separately. When you divide, you can only divide out factors (things that are multiplied into both the numerator and denominator), not terms (things that are added or subtracted in the numerator and denominator).

22. **K** **Category:** Coordinate Geometry

Difficulty: Low

Strategic Advice: Even if you forgot what the slope-intercept form looks like, the answers let you know that you need to solve for y .

Getting to the Answer: Add y to both sides to get $-3x + 7 = y$, which is **K**.

23. **B** **Category:** Variable Manipulation

Difficulty: Medium

Strategic Advice: Before you factor a quadratic equation, make sure one side is equal to zero. Here, that's already been done.

Getting to the Answer:

$$x^2 - 16x = 0$$

$$x(x - 16) = 0$$

$$x = 0 \text{ or } x - 16 = 0$$

$$x = 0 \text{ or } x = 16$$

The latter answer is **B**.

24. **F** **Category:** Trigonometry

Difficulty: Low

Strategic Advice: On Trigonometry questions, be sure you know which angle you're dealing with before you determine which sides are opposite or adjacent.

Getting to the Answer: Remember the method for finding the three basic trigonometric functions—SOHCAHTOA tells you that tangent is calculated by dividing the opposite side length by the adjacent side length. The opposite side is c and the adjacent side is a . $\tan C = \frac{c}{a}$, which is **F**.

25. **E** **Category:** Plane Geometry

Difficulty: Medium

Strategic Advice: Even if a question talks about rounding, the correct answer may require no rounding whatsoever.

Getting to the Answer: The distance from a point to a line is measured perpendicularly, so you can be sure that the triangle is a right triangle. Because this distance is perpendicular and measured from the radius, we know that it bisects the chord, which means the base of the triangle is 15. Use the Pythagorean Theorem to find the length of the hypotenuse, r .

$$8^2 + 15^2 = r^2$$

$$r = \sqrt{8^2 + 15^2} = \sqrt{289} = 17, \text{ which is } \mathbf{E}.$$

26. **G** **Category:** Variable Manipulation

Difficulty: Medium

Strategic Advice: Don't confuse your variables—here you're given V and you need to solve for t .

Getting to the Answer:

$$0.575 = \frac{5}{3}t + 0.05$$

$$0.525 = \frac{5}{3}t$$

$$t = \left(\frac{3}{5}\right)0.525 = 0.315, \text{ which is G.}$$

27. **B** **Category:** Plane Geometry

Difficulty: Medium

Strategic Advice: If a problem seems confusing, try re-casting it in basic terms. The sand over the soccer field will make a rectangular prism, and you're looking for the height if the volume is 15,000 cubic yards.

Getting to the Answer: The volume of a rectangular prism is length times width times height. The length of this soccer field is $100 + 18 + 18 = 136$ yards, the width is 60.5 yards, and the height is unknown. Put this information into an equation with the volume of sand:

$$60.5 \cdot 136 \cdot h = 15,000$$

$$8,228h = 15,000$$

$$h \approx 1.82, \text{ which is between 1 and 2 yards.}$$

28. **G** **Category:** Trigonometry

Difficulty: Low

Strategic Advice: Most of the trigonometry on the ACT simply tests whether you know the definitions of sine, cosine, and tangent.

Getting to the Answer: Remember the method for finding the three basic trigonometric functions. SOHCAHTOA tells you that cosine is calculated by dividing the adjacent side by the hypotenuse. Let x be the length of \overline{AC} .

$$\cos A = \frac{\text{adjacent}}{\text{hypotenuse}}$$

$$\frac{4}{5} = \frac{x}{18}$$

$$5x = 72$$

$$x = 14.4, \text{ which is G.}$$

29. **A** **Category:** Patterns, Logic, & Data

Difficulty: Medium

Strategic Advice: Don't automatically start calculating the actual numbers of beds—the graph is already sufficient to answer this question.

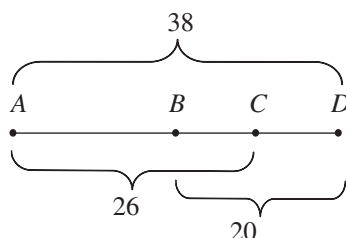
Getting to the Answer: Bedtime has 2.5 pictures of beds (each representing 100 actual beds). There's a total of $1.5 + 2 + 4 + 2.5 = 10$ pictures of beds. So the fraction of the total beds that are at Bedtime is $\frac{2.5}{10} = \frac{25}{100} = \frac{1}{4}$, which is **A**.

30. **G** **Category:** Plane Geometry

Difficulty: Medium

Strategic Advice: Sometimes drawing a good diagram (or using the given one well) will be key to solving a problem.

Getting to the Answer:



Since $26 + 20 = 46$, the overlapping part, BC , must be $46 - 38 = 8$, which is **G**. If you didn't see that right away, you can always calculate from one piece to another. If $AC = 26$ and $AD = 38$, CD must be 12. If $CD = 12$ and $BD = 20$, BC must be 8.

31. **B** **Category:** Coordinate Geometry

Difficulty: Medium

Strategic Advice: The intersection of two lines is simply the one point for which x and y make both equations true. You can solve this like any system of equations.

Getting to the Answer:

$$4x + 10 = y = 5x + 7$$

$$4x + 10 = 5x + 7$$

$$10 = x + 7$$

$$3 = x, \text{ which is } \mathbf{B}.$$

If you had accidentally solved for the y -coordinate, you would have gotten **E**. Look out for traps like this in Coordinate Geometry problems.

32. **H** **Category:** Variable Manipulation

Difficulty: Medium

Strategic Advice: When you're solving for a variable, remember to get rid of anything added or subtracted to it before multiplying or dividing.

Getting to the Answer:

$$V = 5W + 4$$

$$V - 4 = 5W$$

$$W = \frac{V - 4}{5}, \text{ or } \mathbf{H}.$$

33. **C** **Category:** Plane Geometry

Difficulty: Medium

Strategic Advice: The area of a parallelogram is base times height. Remember, though, that the height has to be perpendicular to the base. It's not the same as the length of a side of the parallelogram.

Getting to the Answer: The base of this parallelogram measures $5 + 15 = 20$ centimeters. The height is the perpendicular line, which is 12 centimeters long. So the area is $12(20) = 240$ square centimeters, which is **C**. If you forget the formula for the area of a parallelogram, you can always break the shape into rectangles and triangles and solve from there.

34. **F** **Category:** Variable Manipulation

Difficulty: Medium

Strategic Advice: A negative number raised to an odd power will always be negative, while a negative number raised to an even power will always be positive. This is an important concept on the ACT.

Getting to the Answer:

$$s = 4 + t$$

$$0 = 4 + t - s$$

$$-4 = t - s$$

$$(t - s)^3 = (-4)^3 = -64$$

Remember that $(-4)^3$ is not the same as $3(-4)$, which is how you might have gotten wrong answer choice **G**.

35. **D** **Category:** Coordinate Geometry

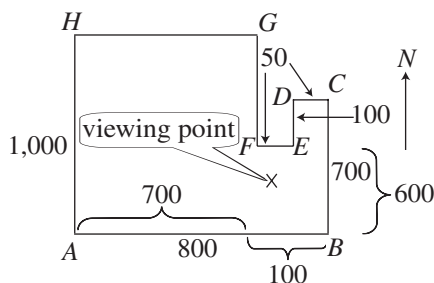
Difficulty: Medium

Strategic Advice: Feel free to draw all over your test booklet—that's what it's there for.

Getting to the Answer: This question tests coordinates and midpoint (although you may not realize this at first glance). Set up a coordinate system to compare points B and F . Since you're trying to find the distance relative to A , make A $(0,0)$. Then B is at $(800,0)$. Use the labeled distances to find the x -value of F , which is 700 ($AB - DC - FE$), and the y -value, which is 600 ($CB - DE$). This means F is at $(700,600)$. The lookout point is at the midpoint of B and F , so you can use the midpoint formula:

$$\left(\frac{800 + 700}{2}, \frac{0 + 600}{2} \right) = (750, 300)$$

Using these coordinates, this means the lookout is 750 yards to the right (east) of point A and 300 yards up (north), which is **D**.



36. **J** **Category:** Variable Manipulation

Difficulty: Medium

Strategic Advice: When you're translating from English to math, it's easiest to first translate literally (word by word) and then simplify the expression.

Getting to the Answer:

Smaller number = x

Larger number = $3x - 6$

Four times the larger = $4(3x - 6)$

Sum of four times the larger and twice the smaller = $4(3x - 6) + 2x$

This sum is supposed to be 77, so $4(3x - 6) + 2x = 77$, which is **J**.

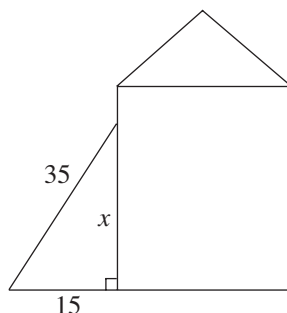
Remember that "6 less than x " means $x - 6$, not $6 - x$.

37. **C** **Category:** Plane Geometry

Difficulty: Medium

Strategic Advice: Draw a picture, carefully labeling the sides with the given lengths so that you can see which lengths are the legs and which is the hypotenuse.

Getting to the Answer:



Using the Pythagorean Theorem, $15^2 + x^2 = 35^2$

$$225 + x^2 = 1,225$$

$$x^2 = 1,000$$

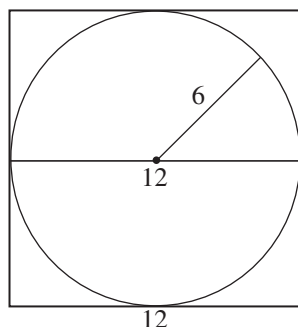
$$x = \sqrt{1,000} \approx 32, \text{ which is C.}$$

If you got **D**, you probably thought 35 was a leg of the triangle instead of the hypotenuse.

38. **K** **Category:** Plane Geometry
Difficulty: Medium

Strategic Advice: When one figure is inscribed in or circumscribed around another, think about how they relate. The key to every composite figure is moving information from one part of the figure (here, the circle) to another (the square).

Getting to the Answer:



The length of each side of the square is the same as the diameter of the circle, which is $2(6) = 12$. So the area of the square is $12^2 = 144$, which is **K**. Note that **J** is the area of the circle—answering the wrong question is a trap you should avoid on Test Day.

39. **C** **Category:** Plane Geometry
Difficulty: Medium

Strategic Advice: Similar triangles have equal angles and proportional sides. Be sure to keep track of which side is proportional to which—the longest side of one triangle goes with the longest side of the other triangle and so on.

Getting to the Answer: Set up a proportion comparing the longest sides of both triangles and the shortest sides of both triangles:

$$\frac{12}{20} = \frac{x}{15}$$

$$20x = 180$$

$$x = 9, \text{ which is C.}$$

40. **K** **Category:** Plane Geometry
Difficulty: Medium
Strategic Advice: Sometimes it is easier to spot corresponding or alternate interior angles if you redraw the diagram with just the two parallel lines and the transversal.
Getting to the Answer: The angles of triangle YXZ sum to 180 degrees, so

$$\angle YZX + 20^\circ + 95^\circ = 180^\circ$$

$$\angle YZX = 65^\circ$$
The bases of the trapezoid, \overline{WX} and \overline{YZ} , are parallel, making $\angle YZX$ and $\angle TXZ$ alternate interior angles, so $\angle TXZ = 65^\circ$, which is **K**.
41. **E** **Category:** Plane Geometry
Difficulty: High
Strategic Advice: You don't always need to add up all the sides—since all angles are right angles, just find out the total vertical distance and the total horizontal distance.
Getting to the Answer: You can see on the left side that the distance up is $10 + 18 = 28$, so this must be the sum of the vertical sides on the right as well. The total distance going in the up/down direction is $2(28) = 56$. Similarly, from the bottom you can see that the total left/right distance is $10 + 14 = 24$, so the total distance going left and then right is $2(24) = 48$. The total perimeter is $56 + 48 = 104$, or **E**.
42. **F** **Category:** Proportions and Probability
Difficulty: Medium
Strategic Advice: When given two ratios, make sure you check if the second one is a fraction of the first group or a fraction of the total population.
Getting to the Answer: Number of students continuing their studies $= \frac{1}{3}(896) \approx 299$.
Of that 299, the number of students going to law school is $\frac{2}{5}(299) \approx 120$, which is **F**.
43. **D** **Category:** Number Properties
Difficulty: Medium
Strategic Advice: This question asks for “a possible value.” The other four answers never work, while the correct one is possible (but it may not be the only number in the universe that works).
Getting to the Answer: To find the GCF, take the smallest power of each variable. The GCF here will be a^2b , which the question states is equal to 75. Write out the prime factorization of 75: $75 = 3 \cdot 5 \cdot 5 = 3 \cdot 5^2$. The squared number must be a , so $a = 5$, which leaves $b = 3$. Be sure you select the right answer choice—the question asks for the value of a , but includes the value of b as a trap.
44. **G** **Category:** Proportions and Probability
Difficulty: Medium
Strategic Advice: When it comes to percents, remember that “of” means multiply and “is” means equals.
Getting to the Answer:
135% of x is 405
 $1.35x = 405$
 $x = 300$
80% of 300 $= 0.8(300) = 240$, which is **G**.
45. **E** **Category:** Coordinate Geometry
Difficulty: Medium

Strategic Advice: Thinking of the distance formula as a form of the Pythagorean Theorem can help you remember it. Here, the line segment between (2,0) and (0,7) is the hypotenuse of a triangle which has a third vertex at (0,0).

Getting to the Answer:

$$d = \sqrt{(y_2 - y_1)^2 + (x_2 - x_1)^2} = \sqrt{(7 - 0)^2 + (0 - 2)^2} = \sqrt{7^2 + (-2)^2} = \sqrt{49 + 4} = \sqrt{53}$$

46. **G** **Category:** Plane Geometry

Difficulty: Medium

Strategic Advice: Just because a problem happens to involve perfect squares doesn't mean that you need to square them or take the square root!

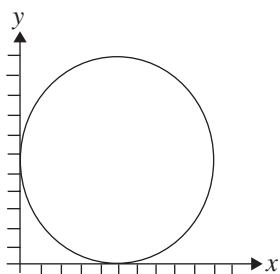
Getting to the Answer: One way for the ratio to be 9:16 is for the first radius to be 9 and the second to be 16. Then the circumference of the first is $2\pi r = 18\pi$ and the circumference of the second is 32π . The ratio of the circumferences is $\frac{18\pi}{32\pi} = \frac{18}{32} = \frac{9}{16}$ or 9:16, which is **G**. No matter what the radii actually are, as long as they are in this ratio their circumferences will be in the same ratio. The circles could have radii of 18 and 32, 90 and 160, or any other radii in a ratio of 9:16.

47. **D** **Category:** Coordinate Geometry

Difficulty: Medium

Strategic Advice: Concepts like "tangent" are less scary if you work on becoming more comfortable with math vocabulary. Math in a Nutshell in your ACT Lesson Book is a good place to review the concepts you'll need to know.

Getting to the Answer:



As you can see in the diagram, the center of the circle is at (4,4), and the radius is 4. In the equation of a circle, $(x - h)^2 + (y - k)^2 = r^2$, the center is at (h, k) , and the radius is r . Plug in the information you know to get $(x - 4)^2 + (y - 4)^2 = 4^2$, which is **D**. If you're stuck, just try plugging in a few points. Using either (4,0) or (0,4) eliminates all answers except **B** and **D**, and (4,8) eliminates **B**.

48. **K** **Category:** Variable Manipulation

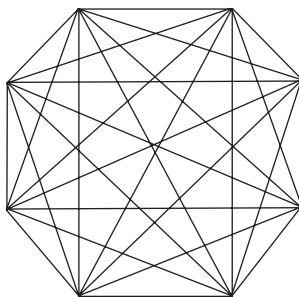
Difficulty: High

Strategic Advice: You don't have to know anything about complex numbers ahead of time. All the information you need is in the question stem.

Getting to the Answer: Treat i as a variable, and replace i^2 with -1 whenever it appears.

$$\frac{(i + 1)(i + 1)}{(i - 1)(i - 1)} = \frac{i^2 + 2i + 1}{i^2 - 2i + 1} = \frac{-1 + 2i + 1}{-1 - 2i + 1} = \frac{2i}{-2i} = -1$$

49. **D** **Category:** Patterns, Logic, & Data
Difficulty: Medium
Strategic Advice: Be sure to evaluate several values of n —the wrong answer choices are designed to be true for some values of n , but not for all.
Getting to the Answer:
 The sum of the first term is 1.
 The sum of the first two terms is $1 + 3 = 4$.
 The sum of the first three terms is $1 + 3 + 5 = 9$.
 The sum of the first four terms is $1 + 3 + 5 + 7 = 16$.
 As you can see, the sum of the first n terms is n^2 , which is **D**.
 You can always use Picking Numbers on a question like this. Choose several values for n , and see which answer works for all of them.
50. **F** **Category:** Patterns, Logic, & Data
Difficulty: High
Strategic Advice: A small fraction of the questions are designed to be tricky. On a late question, if it seems like the test maker is leaving something out, don't doubt yourself.
Getting to the Answer: The maximum number of students who are studying tap, ballet, or both is $12 + 19 = 31$. This leaves 4 people unaccounted for. So the minimum number possible who do both is 0, which is **F**. For example, the school could have 12 tap-only students, 19 ballet-only students, and 4 hip-hop-only students.
51. **A** **Category:** Variable Manipulation
Difficulty: Medium
Strategic Advice: Don't get too caught up in the language—figure out what the solution is, then think about which answer choice means that.
Getting to the Answer: Subtract x from both sides: $-2 < -5$.
 When is -2 less than -5 ? Never. What set has nothing in it? The empty set, **A**.
52. **J** **Category:** Plane Geometry
Difficulty: Medium
Strategic Advice: Unless you happen to know the formula for the number of diagonals in a polygon, this one will take you a while. Problems you know will take more than a minute to complete should be saved for the end of the test.
Getting to the Answer: Be very careful not to count any diagonals twice. A good way to be sure you don't is to sketch in all the diagonals from one vertex at once, then move to the next vertex and add those diagonals, and so on.



The formula for the number of diagonals in a polygon with n sides is $\frac{n(n-3)}{2}$. For an octagon, the number of diagonals is $\frac{8(8-3)}{2} = \frac{40}{2} = 20$.

53. **B** **Category:** Proportions and Probability

Difficulty: Medium

Strategic Advice: Once you're strong on the basics, combining two concepts on seemingly complex questions like this one will be a breeze!

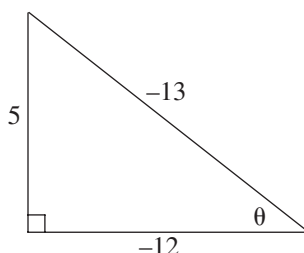
Getting to the Answer: The percent who chose one of the 4 named teachers is $25\% + 15\% + 35\% + 5\% = 80\%$. This means that 20% of the answers were grouped under "Other." A circle has 360 degrees, so the measure of this sector will be 20% of 360, or $0.2(360) = 72$ degrees, which is **B**.

54. **H** **Category:** Trigonometry

Difficulty: Medium

Strategic Advice: Most Trigonometry questions will be easier if you draw the triangle.

Getting to the Answer: Even though a real triangle couldn't have a side of negative length, drawing a triangle is still a good way to think about trigonometry.



$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}} = \frac{-12}{-13}$. Using the 5:12:13 Pythagorean Triplet, the opposite side must be 5. Then $\tan \theta = \frac{\text{opposite}}{\text{adjacent}} = \frac{5}{-12}$, which is **H**.

55. **A** **Category:** Coordinate Geometry

Difficulty: Medium

Strategic Advice: A great way to test inequalities is to plug in a point. All the points in the shaded region should work, and all the points in the unshaded region should not work.

Getting to the Answer: Since only values of x greater than 6 are shaded, $x \geq 6$ should be one of the inequalities, eliminating **E**. Since the area above the slanted line is shaded, the other inequality should read $y \geq \frac{1}{3}x$. Only the region where both inequalities are true is shaded, so the answer is **A**.

Notice that you didn't even have to find the slope of the slanted line, since it's the same in all the answers. All you needed to decipher was that you wanted the region above it.

56. **J** **Category:** Patterns, Logic, & Data

Difficulty: High

Strategic Advice: Don't let function notation scare you. All you need to do is a little substitution.

Getting to the Answer: To find $f(x + h)$ from $f(x)$, plug in $x + h$ wherever you see x . $f(x + h) = 1 - (x + h)^2 = 1 - (x^2 + 2xh + h^2) = 1 - x^2 - 2xh - h^2$, which is **J**.

57. **A** **Category:** Coordinate Geometry

Difficulty: Medium

Strategic Advice: Always look for ways you can simplify algebra in the question stem.

Getting to the Answer:

$$y = \frac{3x^2 + 2x}{x} = \frac{x(3x + 2)}{x} = 3x + 2$$

Even though the equation looks complicated at first, it's really just a line! The graph is a line with y -intercept 2 and slope 3. Only **A** fits this description.

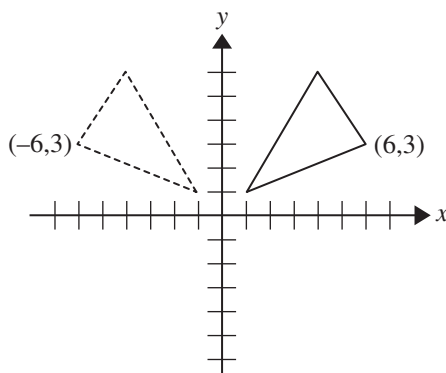
The missing point at $x = 0$ disappears since x cannot equal 0 in the original equation (that would be dividing by 0, which is undefined).

58. **G** **Category:** Coordinate Geometry

Difficulty: Medium

Strategic Advice: Drawing a triangle and flipping it over the y -axis will help you visualize this situation and others like it.

Getting to the Answer:



As you can see in the diagram, the y -coordinate stays the same, and the x -coordinate goes from positive to negative. This means that (v, w) will become $(-v, w)$, which is **G**.

59. **C** **Category:** Variable Manipulation

Difficulty: High

Strategic Advice: To get a in terms of b , you'll first need to get c in terms of b , since c is the variable the two equations have in common.

Getting to the Answer:

$$b = 3 - 2c$$

$$b + 2c = 3$$

$$2c = 3 - b$$

$$c = \frac{3 - b}{2}$$

$$a = 6\left(\frac{3 - b}{2}\right) + 7$$

$$a = 3(3 - b) + 7$$

$$a = 9 - 3b + 7$$

$$a = 16 - 3b$$

60. **K** **Category:** Trigonometry

Difficulty: High

Strategic Advice: Since your calculator can evaluate both $\cos \frac{5\pi}{12}$ and each of the answer choices, this is an excellent opportunity to check your work using your calculator. Just make sure you set it to radians instead of degrees.

Getting to the Answer:

$$\begin{aligned}\cos\left(\frac{2\pi}{3} - \frac{\pi}{4}\right) &= \left(\cos \frac{2\pi}{3}\right)\left(\cos \frac{\pi}{4}\right) + \left(\sin \frac{2\pi}{3}\right)\left(\sin \frac{\pi}{4}\right) = \left(-\frac{1}{2}\right)\left(\frac{\sqrt{2}}{2}\right) + \left(\frac{\sqrt{3}}{2}\right)\left(\frac{\sqrt{2}}{2}\right) \\ &= -\frac{\sqrt{2}}{4} + \frac{\sqrt{6}}{4} = \frac{\sqrt{6} - \sqrt{2}}{4}, \text{ which is K.}\end{aligned}$$

Reading

Tess and Clare

1. **B** **Category:** Generalization
Difficulty: Medium
Strategic Advice: Although it does not ask for the “purpose” of the passage, this question is asking you to look at the big picture.
Getting to the Answer: The question stem doesn’t leave much room for a prediction. Note, however, that the focus only turns to Tess in the second half of the passage. Based on your notes, you should at least keep in mind that she seems to like Clare, but also feels that she must encourage him to date other women.
A Out of Scope; the passage does not describe what Tess thinks is required of a “good farmer’s wife.”
B This matches the author’s primary characterization of Tess.
C Distortion; the search for garlic seems “tedious,” but the author never characterizes Tess in this way.
D Opposite; lines 87–92 make clear that Tess feels sad about having to steer Clare toward the other women.

2. **H** **Category:** Inference
Difficulty: Medium
Strategic Advice: Remember that the answer to an Inference question will not stray far from something said in the passage.
Getting to the Answer: The passage indicates that the search required all possible assistance because of its importance. The process also sounds very laborious. Look for a choice that incorporates these ideas.
F Opposite; the difficulty of the search required the participation of many people.
G Opposite; the passage makes clear that the search was far from “simple.”
H This matches your prediction.
J Distortion; the passage does not say that the search resulted in lowered production, but states that garlic consumption by a cow can affect a day’s dairy produce.

3. **B** **Category:** Inference
Difficulty: High
Strategic Advice: Some questions may be phrased in a complex way; make sure you know what is being asked before making your prediction.
Getting to the Answer: The complaint arose because of the taste the garlic lent the milk. Look for the trait that would affect the milk’s taste.
A Out of Scope; the passage doesn’t focus on the appearance or classification of a shoot of garlic.
B Correct; the root’s pungency is such that “one bite of it by one cow” (line 48) could taint a whole day’s produce.
C Misused Detail; the “microscopic dimensions” (line 29) of the offending shoot make it hard to find, but this is not the primary reason it presents a nuisance.
D Misused Detail; while there are not that many shoots in the field, there were nonetheless enough to cause a problem.

4. **F** **Category:** Detail
Difficulty: Medium
Strategic Advice: In EXCEPT questions, even the correct answer may appear in the passage, just in the wrong place.
Getting to the Answer: Your notes should lead you back to lines 65–78, where Tess considers the other two girls’ supposed advantages. She later thinks to herself that Clare should choose Izzy or Retty if he wants “a dairywoman and not a lady” (line 89).
F This matches the research above.
G Opposite; Tess states that Izzy and Retty are “excellent dairywomen” while recommending them to Clare.
H Opposite; Tess begins her conversation with Clare by drawing his attention to how “pretty” Izzy and Retty are.
J Opposite; Tess explicitly states that Izzy and Retty “skim better” than she does.
5. **D** **Category:** Generalization
Difficulty: High
Strategic Advice: Some questions deal with a character’s attitude. Examine the author’s choice of language regarding the subject and look at the character’s own language and actions to help uncover how she feels.
Getting to the Answer: The key reference comes in lines 87–92, where the author describes Tess’s “mournful satisfaction” at steering Clare to the other girls. Look for a choice that incorporates these conflicting emotions.
A Distortion; though her conversation makes her feel “mournful,” Tess also took “satisfaction” from the results. This suggests that she did not regret them.
B Distortion; “discomfort” makes some sense, but Tess does not exhibit any confusion in recommending Izzy and Retty to Clare.
C Out of Scope; neither of these emotions is supported by the passage.
D This works. Tess is certainly sad about rejecting Clare’s attention, and she seems resolved—she took “pains to avoid him.”
6. **H** **Category:** Detail
Difficulty: Low
Strategic Advice: Sometimes the answer to a question is right in the passage. Reference your notes and the passage directly instead of relying on memory.
Getting to the Answer: The end of the first paragraph tells us that Crick had “received a letter, in which a customer had complained that the butter had a twang.” Use this as your prediction.
F Misused Detail; this tasting served to confirm the presence of the twang, not to cause awareness of it.
G Distortion; the garlic plants are responsible for the twang, but Crick knew first of the twang and later of its cause.
H The passage confirms this.
J Out of Scope; the customer wrote a letter but did not appear at Crick’s house.
7. **A** **Category:** Inference
Difficulty: Medium
Strategic Advice: Many Inference questions may seem like Detail questions in that the inferences will be very close to the passage.
Getting to the Answer: The author writes in lines 51–53, “Differing...in natures and moods,” the characters “yet formed...a curiously uniform row.” This means that their usual differences were obscured in the effort to work as a team.

- A** This matches the research above.
B Distortion; in lines 54–56, the characters are described as having an “elfish, moonlit aspect,” but this is due to the buttercups and not directly to their participation in a search.
C Out of Scope; status differences are not discussed.
D Extreme; the author does indicate that individual differences are put aside for this task, but the passage doesn’t support the more permanent idea suggested by this choice.

8. **F** **Category:** Function

Difficulty: High

Strategic Advice: Parts of a passage can have widely varying functions. Pay attention to changes in attitude and tone as well as to those in content.

Getting to the Answer: The paragraph moves the focus of the narrative from the nuisance of the garlic to some of the individuals involved in the search. The next paragraph leads into the more personal concerns of Tess’s and Clare’s relationship.

F Correct; this matches the function predicted.

G Distortion; the passage doesn’t suggest that the dairy is disordered before the twang is reported.

H Misused Detail; this choice summarizes the paragraph but does not explain what it does for the passage as a whole.

J Distortion; the paragraph does describe the surroundings of the search, but this doesn’t describe the paragraph’s function in the passage.

9. **D** **Category:** Function

Difficulty: Medium

Strategic Advice: This question appears to be asking about a detail, but it is really asking you to understand a character’s viewpoint. Think more broadly about the context of the passage before predicting an answer.

Getting to the Answer: Tess gives Clare several reasons why he should be interested in the other girls, and then takes “pains to avoid him.” Tess is trying to encourage Clare to seek the company of the other milkmaids because she believes each of them to be a more suitable wife for him than she would be.

A Out of Scope; the passage never suggests that Tess believes the other milkmaids are unable on their own to get Clare’s attention.

B Distortion; “chance” in the citation refers to an opportunity, not luck, as used in this choice.

C Extreme; nothing in the passage supports such a strong statement. The author appears to suggest that Clare is more interested in Tess than in the others.

D Correct; this is also supported by lines 68–71.

10. **G** **Category:** Writer’s View

Difficulty: High

Strategic Advice: The context of the cited material is usually essential to understanding it. Go back to the passage before predicting an answer.

Getting to the Answer: The information before the cited statement tells you that Tess was willing to sacrifice her own interests, but not so committed as to say something as strong as this. Her conflicting feelings about the situation prohibit her from making this statement.

F Distortion; Tess does not wish to compete with the other girls.

G This matches the thrust of the text.

H Opposite; the author suggests that she is still wrestling with these feelings.

J Distortion; Tess only partly wants Clare to leave her alone. She was unable to make the cited statement because she partly does not wish this.

War of 1812

11. **D** **Category:** Generalization
Difficulty: Medium
Strategic Advice: With broadly phrased questions, prediction is often not feasible.
Getting to the Answer: Work through the choices, looking for something consistent with the author's purpose and tone.
A Distortion; while the passage certainly implies that the U.S. faced "mounting adversity," the author does not emphasize the bravery of the Americans. The passage is more concerned with the reverses they suffered.
B Distortion; Jackson fought on the American side.
C Out of Scope; the passage never mentions the prospect of such future conflicts.
D Correct; paragraph 4 clearly states that American war preparations were inadequate, which is one example of how the Americans were "ill prepared to assert their rights."
12. **H** **Category:** Writer's View
Difficulty: Low
Strategic Advice: Since the question alludes to multiple parts of the passage, the answer should be more "big picture" in nature.
Getting to the Answer: This question is generally worded, so work through the choices as needed.
F Out of Scope; the author never mentions such an arrangement.
G Distortion; the author notes American territorial desires (paragraph 3).
H This works. It reflects the author's reasoning that both nations played a hand in beginning the conflict.
J Out of Scope; the effect of the conflict on Native Americans is not directly addressed in the passage.
13. **B** **Category:** Function
Difficulty: Low
Strategic Advice: Beware of answer choices that twist the meaning of details from the passage.
Getting to the Answer: Your notes should help you see that paragraph three deals primarily with two things: alleged British support of Native American populations and the desire of Western U.S. citizens for free land. Predict that the correct answer choice will address the cause of the war and/or place blame on both parties.
A Out of Scope; the author makes no mention of representation of frontiersmen.
B This fits with both aspects of your prediction.
C Distortion; this leaves out the discussion of the U.S. role in the conflict.
D Misused Detail; this appears elsewhere but is not the function of the cited sentence.
14. **H** **Category:** Generalization
Difficulty: Medium
Strategic Advice: Focus on your notes to help in predicting and solving Generalization questions.
Getting to the Answer: Your notes should confirm that the author discusses such

“legislation” in paragraph 2. The sentence that heads this paragraph states directly that Jefferson thought a peaceful solution with the British could be achieved. You can predict that the correct answer will address the idea of peaceful resolution.

F Extreme; nothing in this part of the passage can be described as “hostile” (this comes in paragraph 3).

G Opposite; the passage refutes this idea, since the Americans eventually go to war.

H This matches the research above.

J Out of Scope; the passage doesn’t support this contention.

15. **B** **Category:** Function

Difficulty: Medium

Strategic Advice: Some questions will ask you to analyze larger parts of the writer’s argument or narrative. Your notes on the overall meaning of the passage and the contribution of each paragraph will be helpful here.

Getting to the Answer: In paragraph 4, the author describes a number of battlefield failures on the part of the U.S., a concept not foreshadowed before this point. Look for a choice that captures this emphasis.

A Misused Detail; nothing in the paragraph refers to the treaties, which the author discusses in the final paragraph.

B This matches your prediction.

C Out of Scope; the paragraph does discuss this occurring once, but doesn’t go so far as to extend this to other conflicts.

D Misused Detail; the reference to Hull is of limited importance in the paragraph.

16. **F** **Category:** Inference

Difficulty: High

Strategic Advice: Remember not to make too big a logical leap; the correct inference will not stray far from the text.

Getting to the Answer: Reread the paragraph if necessary. The author’s most interesting comment about the war is that it “was important in restoring American confidence.” Look for a choice that incorporates this idea.

F This fits well with the text and represents a logical, supportable inference.

G Out of Scope; you should probably recognize Jackson as a subsequent American president, but the author never suggests what impact this battle many have had on his future fame.

H Distortion; this may seem logical, but the author never directly suggests this.

J Distortion; this may sound like a reasonable contention, but the passage does not suggest it.

17. **C** **Category:** Writer’s View

Difficulty: High

Strategic Advice: Using context clues and the overall point of the sentence can be very helpful in predicting the meaning of unfamiliar phrasing.

Getting to the Answer: In the sentence in question, the author states that difficulties with the British “were more apparent,” so you can predict that the behavior of the French was not as intentionally damaging to American interests. Start with that as a prediction.

A Out of Scope; the author never discusses whether these actions were “justified.”

B Out of Scope; the author never implies this in the paragraph.

C This fits well with your prediction.

D Distortion; the British were the ones conscripting American sailors.

18. **F** **Category:** Detail
Difficulty: Low
Strategic Advice: Remember that the answers to Detail questions are always stated directly. By turning first to the passage, you can accurately predict the correct answer and not be misled by Misused Details.
Getting to the Answer: The cited lines state that “the desire of the frontiersmen for free land” was a cause for the war. You should look for an answer related to acquiring territory.
F This fits the prediction nicely.
G Opposite; the paragraph states that the British were aiding Native Americans.
H Out of Scope; the author doesn’t refer to “deteriorating relations with the Spanish,” only the desire to obtain territory under Spanish control.
J Misused Detail; this comes from paragraph 1.
19. **B** **Category:** Detail
Difficulty: Medium
Strategic Advice: Prediction is key in Detail questions. Wrong answer choices will often reference other details erroneously.
Getting to the Answer: The passage states directly that President Jefferson “hoped to achieve a peaceful settlement.” Use this as a prediction.
A Out of Scope; the author doesn’t suggest such fear on the part of the U.S.
B This matches your prediction.
C Out of Scope; this may seem like a viable option, but the passage never mentions the British perceiving such a threat.
D Extreme; the U.S. wanted to stand up for its rights, not simply “gain revenge.”
20. **F** **Category:** Function
Difficulty: Low
Strategic Advice: Focus on the tone created by the author’s words, especially when colorful phrases are used.
Getting to the Answer: As you read around the citation, you should see that little in the passage has indicated how disastrous the American performance was in these battles. The author also references the fact that war supporters expected a quick victory, but were met with crushing defeat. Predict that the phrase emphasizes how shocking and devastating the losses were.
F This matches well.
G Distortion; the author makes no such connection to Jackson’s victory.
H Opposite; the passage makes clear that these parties were wrong.
J Out of Scope; the author never suggests this. The war success of British forces indicates that the British must have been doing most things right.

Sir Walter Scott

21. **B** **Category:** Generalization
Difficulty: Medium
Strategic Advice: This question focuses on the big picture. You should be predicting the purpose and main idea of every passage you read so you can deal with questions like this quickly.
Getting to the Answer: Your notes should tell you that the author is writing more about Scott’s achievements than about his weaknesses. You can predict that the answer will be favorable overall.

- A** Out of Scope; this choice lacks a sufficient focus on Scott.
B This matches your prediction. Scott's success is stressed throughout and the last two paragraphs point out Scott's impact in several areas.
C Distortion; although you read that Scott had financial difficulties, the financial aspect is much less important than is the success of his writing.
D Distortion; the passage offers no support for this claim.

22. **J** **Category:** Detail
Difficulty: Medium
Strategic Advice: On Detail questions, first find the appropriate section in the passage. Read the question carefully; sometimes a single word can make a major difference in selecting the correct answer.
Getting to the Answer: Note that the question asks about why Scott started writing *novels*, not poetry, so look to paragraph 3, where the author first talks about Scott's novels. The first line tells you that financial difficulties led Scott to write a novel, which met with great success. Look for a choice that matches this idea.
F Out of Scope; the author doesn't list this outcome as a result of Scott's polio.
G Out of Scope; nothing in the passage mentions "copyright violations."
H Out of Scope; the author doesn't reference whether the ballads sold well or not.
J This fits the prediction.
23. **D** **Category:** Detail
Difficulty: Low
Strategic Advice: If your notes don't help, titles, whether italicized or capitalized, are easier to spot when skimming.
Getting to the Answer: In the third paragraph, you see that the author references *Waverly* to mention that Scott left his name off it because he was "mindful of his reputation as a poet." Use this as your prediction.
A Distortion; your research tells you that it was his reputation as a poet, not as a lawyer, that concerned Scott.
B Misused Detail; the author tells you that Scott found writing anonymously "fun" only after he believed that it would not damage his reputation as a poet.
C Out of Scope; although the fact that Scott was "widely rumored" to be the author indicates that there was public interest in the novels' author, there is nothing to suggest that that interest spurred sales.
D This matches the prediction.
24. **J** **Category:** Writer's View
Difficulty: Medium
Strategic Advice: Use the passage to help you understand the author's view of this concept. First find where he refers to Scott and Scottish history, and then focus on the tone of that discussion.
Getting to the Answer: Consider the author's overall attitude toward Scott, which is positive. In paragraph 4, the author mentions Scott's popularization of the tartan and kilt, and writes that he turned them into symbols of national identity. Also, in paragraph 6, you see in lines 78–79 that Scott's novels "rehabilitated Highland culture after years in the shadows."
F Opposite; the author's tone is more admiring than this.
G Opposite; to say that Scott "rehabilitated Highland culture" sounds important.
H Distortion; Scott wrote novels, not "serious analyses of Scottish history."
J This matches the research above.

25. **A** **Category:** Generalization
Difficulty: Medium
Strategic Advice: When in doubt, keep in mind the overall tone that the author takes in the passage.
Getting to the Answer: This question asks about Scott’s reputation *after his death*. Since the overall structure of the passage is chronological, it is likely that the answer will come toward the end. The last three paragraphs give evidence of Scott’s continued popularity: you read that his novels continued to sell after his death, eventually covering his debts; that Edinburgh’s central railroad station was named after his first successful novel; and that his picture is on Scottish currency today. You can predict that his reputation *has only grown or is still positive*.
A Correct; this matches the prediction, and a quick check of the other choices shows that this is the only one with a positive description.
B Opposite; the passage clearly states that Scott’s novels continued to sell well after his death.
C Distortion; his debts were unpaid, but this did not affect Scott’s reputation.
D Distortion; the passage does mention such imitators (lines 74–75), but the author doesn’t suggest that they damaged Scott’s reputation.
26. **H** **Category:** Function
Difficulty: Medium
Strategic Advice: To determine what the author was trying to accomplish here, read around the applicable reference for context.
Getting to the Answer: First you must find the reference to Scottish currency. This appears in the last paragraph, but it helps to put it in the context of what comes before: a discussion of Scott’s continuing impact. Based on that, you can predict that Scott’s influence on the issuance of bank notes is a continuation of the list of achievements.
F Distortion; the author mentions Scott’s financial difficulties earlier, but never relates them to the currency issue.
G Misused Detail; the author refers to the Prince Regent earlier in the passage but does not tie him into the currency discussion.
H Correct; this varies a bit from the prediction, but matches with the idea of a legacy for Scott.
J Out of Scope; one could do this, but the author never suggests such an idea.
27. **B** **Category:** Function
Difficulty: Low
Strategic Advice: To understand the function of a word in context, reading the entire sentence it appears in should be enough.
Getting to the Answer: Ask yourself why the placement of this statue would be fitting—the author has not referred to Wallace before this point. The author has, however, previously stressed Scott’s affinity for his native land, Scotland, for which Wallace is a great historical figure. Look for a connection with Scotland among the choices.
A Out of Scope; nothing in the passage suggests that Scott ever wrote a novel about Wallace.
B This fits your prediction.
C Out of Scope; this fails to address the choice of Wallace.
D Out of Scope; the passage doesn’t support this.

28. H **Category:** Writer's View
Difficulty: Low
Strategic Advice: You will need to answer this question from your overall impression of the passage rather than any specific paragraph.
Getting to the Answer: First you need to decide whether the author's attitude is positive or negative. Look to the close of the passage; you know that the author believes Scott was responsible for two major trends. The focus on Scott's achievements indicates that the author admires Scott's work.
F Distortion; nothing indicates that the author is skeptical toward Scott's achievements.
G Opposite; both of these adjectives are too negative.
H This matches your prediction.
J Out of Scope; the passage gives no such indication of jealousy.
29. D **Category:** Generalization
Difficulty: Low
Strategic Advice: Paragraph references focus your research. Use your notes and reference the passage as needed.
Getting to the Answer: The author writes that Sir Walter refused to declare bankruptcy, insisting on putting his home and income into a trust that would eventually pay back his creditors completely. Predict that he was committed to paying his debts back.
A Opposite; the passage clearly contradicts this.
B Out of Scope; the author never discusses the cause of Scott's debts.
C Out of Scope; the author doesn't mention such annoyance on Scott's part.
D This matches the prediction.
30. F **Category:** Writer's View
Difficulty: Low
Strategic Advice: Read the complete sentence for context. You may need to read the ones before and after as well.
Getting to the Answer: The prior sentence states that Scott was working as a lawyer, after which you read the first mention of Scott's writings. The subsequent sentences make clear that the emphasis has shifted to Scott's literary career. So the sentence including "dabbling" deals with Scott's first forays into writing. Look for a choice that captures that idea.
F This matches the thrust of the prediction.
G Misused Detail; Scott's printing press is not mentioned until paragraph 3, and the author draws no connection between his "dabbling" and his financial troubles.
H Distortion; he was certainly inexperienced, but there is no evidence that his work was inferior.
J Distortion; "dabbling" refers to Scott's writing, not to his interest in history.

Lemurs

31. C **Category:** Detail
Difficulty: Low
Strategic Advice: Wrong answers on Detail questions often include material relevant to other sections of the passage. Be sure you research the passage carefully to interpret the context correctly.
Getting to the Answer: You are looking for a factor that is responsible for the lemurs' survival. Your notes should help you find your way to paragraph 2, where the author

first discusses Madagascar. The author says the lemurs “were safe from competition” on the island. That should factor into the correct choice.

A Misused Detail; the author does mention that lemurs have large reflective eyes, but doesn’t relate this to survival.

B Misused Detail; scent marking is related to their social organization, not their survival.

C Correct; this paraphrases the relevant sentence in paragraph 2.

D Misused Detail; the author mentions “hierarchy” later, but not as an explanation for the lemurs’ survival.

32. **F** **Category:** Detail

Difficulty: Medium

Strategic Advice: Taking good notes and marking the passage will help you on Detail questions that lack line references.

Getting to the Answer: From your notes, you should see that social organization is discussed in paragraph 8. The writer states that there are separate hierarchies for each gender and that “females tend to dominate the troop.” Look for this among the choices.

F Correct; this matches your prediction.

G Distortion; the author does reference “foraging,” but not in the context of social organization.

H Out of Scope; the author doesn’t offer support for such a sweeping statement.

J Opposite; the author writes that females tend to dominate the troop.

33. **C** **Category:** Generalization

Difficulty: Medium

Strategic Advice: You should be predicting this on every passage you read. Answering a question like this should then take very little time.

Getting to the Answer: Based on your notes, you can predict that the author is describing aspects of the ring-tailed lemur, and not making any particular argument. Look for this among the choices.

A Misused Detail; paragraph three references conservation efforts, but this is not the author’s purpose in writing.

B Misused Detail; the author mentions other species only in passing.

C This matches the prediction nicely.

D Out of Scope; the author never mentions whether or not lemurs should have been introduced into the Comoros.

34. **G** **Category:** Detail

Difficulty: Medium

Strategic Advice: The answers to Detail questions are stated directly in the passage—you can find the answer with research.

Getting to the Answer: This point is fairly obscure, and may not be reflected in your notes. If you have to, skim for “zoo,” which appears in paragraph 4. The author states that ring-tailed lemurs are the most populous lemurs in zoos, and follows that by writing that “they reproduce readily in captivity.” Use that as your prediction.

F Out of Scope; the author doesn’t make such a contention.

G This is a good paraphrase of the text referenced above.

H Out of Scope; the author does not make this point.

J Distortion; the author addresses “foraging,” but not in connection with zoos.

35. **D** **Category:** Inference
Difficulty: Medium
Strategic Advice: When given a line reference, move quickly and read at least that entire sentence to discern context.
Getting to the Answer: The author indicates that lemurs need to live in primary forest to survive. The clearing will likely endanger the lemurs' continued survival. Look for a match to this idea.
A Out of Scope; the author does not refer to this.
B Out of Scope; the author does not refer to this.
C Out of Scope; the author doesn't reference such predators here.
D This matches the research above.
36. **H** **Category:** Detail
Difficulty: Low
Strategic Advice: This is an EXCEPT question. That means you need to find three choices that are mentioned in the text and one that is not mentioned. Don't confuse the two.
Getting to the Answer: Your notes can help you to locate "olfactory signals"; they appear in paragraph 9. Work through the paragraph, crossing off the three choices that do appear.
F Opposite; this appears in line 78–79.
G Opposite; this appears in line 80–81.
H Correct; the author does not reference this.
J Opposite; this appears in line 78.
37. **B** **Category:** Detail
Difficulty: Medium
Strategic Advice: Detail questions are answered directly in the passage. Referencing it before making a prediction will help you avoid Misused Details.
Getting to the Answer: Note that the question concerns all *Lemuriformes*, not only ring-tailed lemurs. This leads you to the first paragraph, which discusses lemurs in general. You may be unsure exactly which characteristic to predict, so compare this paragraph to the choices.
A Distortion; many lemurs are nocturnal, but not all lemurs are.
B This makes sense. Paragraph 1 states that lemurs represent the "evolutionary predecessor" of monkeys and apes, a paraphrase of what you see here.
C Opposite; at the end of paragraph 1, the author clearly states that these species are not actually lemurs (*Lemuriformes*).
D Opposite; the first sentence in paragraph 2 states that lemurs are found on Madagascar "and some smaller surrounding islands."
38. **H** **Category:** Inference
Difficulty: Medium
Strategic Advice: You need to "read between the lines" to find the correct answer. But don't make too great a logical leap.
Getting to the Answer: Check your notes for the second paragraph, and read it again if necessary. The question is very open-ended, so work through the choices and compare them to the information in the paragraph.
F Opposite; the author states that the pygmy mouse lemur is the smallest species and that smaller species are typically nocturnal, not diurnal.

G Out of Scope; the author does not discuss why certain species of lemur have become extinct.

H This works. The author writes that the indri was the largest lemur. The next sentence states that “the larger species” are all extinct. Therefore, you can infer that the indri is extinct.

J Opposite; in paragraph one, you learn that lemurs are described as evolutionary *predecessors* of monkeys, meaning monkeys are descended from them.

39. **C** **Category:** Generalization

Difficulty: Medium

Strategic Advice: This question is asking for the purpose of a single paragraph. Your first step should be to check your notes on that paragraph.

Getting to the Answer: This paragraph discusses the habitat of ring-tailed lemurs. Look for a choice that incorporates this.

A Misused Detail; nocturnal and diurnal lemurs are discussed in paragraph 2.

B Misused Detail; you do read that primary forests are being cleared, but that is a small part of this paragraph.

C This matches the prediction.

D Distortion; the passage states that some inhabit dry open brush.

40. **F** **Category:** Detail

Difficulty: Medium

Strategic Advice: Because this question asks which question is not answered, it functions as an EXCEPT question. Find the issue that is not addressed in the passage.

Getting to the Answer: The answers to these questions could fall anywhere in the passage. Your notes, though, should help you find the information you need.

F Correct; the author touches on this in paragraph 3, saying that “options are limited.” This implies that the question of survival has not been fully answered. If you’re unsure at this point, work through the others to see that they are answered.

G Opposite; this is answered in the second sentence of paragraph 2. Lemurs survived because they did not have to compete with monkeys and apes.

H Opposite; looking at the last paragraph, you see that the female is fertile for only one day a year, and that gestation lasts 146 days. So the female can have only one litter, and the author states that a litter consists of one or two babies.

J Opposite; this is answered in paragraph 8. The author states lemurs eat fruit, “leaves, seeds, and the odd insect.”

Science

Passage I

- 1. C** **Category:** Patterns
Difficulty: Low
Passage Type: Data Representation
Strategic Advice: The key to low difficulty Pattern Analysis questions is to focus on the correct data and look for simple relationships.
Getting to the Answer: For a train of length 20 cars, $M = 392$ m. For a train of length 40 cars, $M = 784$ m. 784 is twice as great as 392.
B is incorrect, but a tempting wrong answer choice, because it expresses the reverse relationship.
- 2. G** **Category:** Patterns
Difficulty: Low
Passage Type: Data Representation
Strategic Advice: Look for a relationship between the columns. Use the choices for clues.
Getting to the Answer: If the relationship in **G** is not apparent at first, Backsolve. Choose any train length, and perform the operations given in the choices to see which one is correct. For example, if you choose to work with a train of length 10 cars,
F gives $12 - 196 \neq 208$.
G gives $12 + 196 = 208$, which is correct.
H gives $12 \div 198 \neq 208$.
J gives $12 \times 198 \neq 208$.
- 3. B** **Category:** Figure Interpretation
Difficulty: Medium
Passage Type: Data Representation
Strategic Advice: Start this question by looking at Figure 1. Where is N on the graph?
Getting to the Answer: N is graphed on the y -axis. When the two types of brakes have the same N value, they'll have the same y -value. The curves representing the two types of brakes have the same y -value where they intersect, when the train length is about 25 cars. **B** is correct.
- 4. F** **Category:** Figure Interpretation
Difficulty: Medium
Passage Type: Data Representation
Strategic Advice: On rare occasions, a long, wordy question like this one contains irrelevant or redundant information. Focus only on what is needed to correctly answer the question.
Getting to the Answer: The fact that it took the engineer 12 sec to stop the train is irrelevant. Simply find the value of N in the dynamic brakes column for a train length of 10 cars. **F** matches perfectly.
G, **H**, and **J** are the distances that cars with 20, 30, and 40 cars would require to stop.

5. **D** **Category:** Patterns
Difficulty: Medium
Passage Type: Data Representation
Strategic Advice: Some questions will ask you to continue a curve beyond what's given. Look for patterns in the given data and remember that on the ACT you should always assume that trends in the data continue as indicated.
Getting to the Answer: N increases with increasing train length. A train that is longer than any shown in the table results in a value of N that is larger than any of the values shown for the train with air brakes. Only **D** represents this.

Passage II

6. **G** **Category:** Figure Interpretation
Difficulty: High
Passage Type: Data Representation
Strategic Advice: When a question asks about a quantity that is not given in the figures, think about how that quantity relates to those that *are* given.
Getting to the Answer: The highest water content per millimeter means the highest water concentration, which means the lowest concentration of other substances. The blood sample with the highest water content per millimeter is then most likely the sample with the lowest sugar concentration, as in **G**.
7. **C** **Category:** Patterns
Difficulty: Medium
Passage Type: Data Representation
Strategic Advice: Zero in on the relevant data. You're only looking at the mass and color columns for both tables.
Getting to the Answer: Compare blood color to mass in both tables. You'll see that higher blood masses generally have a darker color. So, the conclusion in the question stem is wrong. Eliminate **A** and **B**, as they state that the conclusion is correct. **C** correctly states that as blood mass decreases, blood color lightens. **D** is incorrect because the data shows that lower masses have lighter blood color.
8. **H** **Category:** Patterns
Difficulty: Low
Passage Type: Data Representation
Strategic Advice: Usually, relationships on the ACT will either be direct (one goes up as the other goes up), or inverse (one goes up as the other goes down). Look for these types of relationships first.
Getting to the Answer: The data in Tables 1 and 2 show that sugar concentration goes up as mass goes up. **H** is perfect.
J is the exact opposite of what you're looking for.
9. **A** **Category:** Scientific Reasoning
Difficulty: Low
Passage Type: Data Representation
Strategic Advice: Pay close attention to any new concepts introduced in the question, but don't let them throw you. Everything you need to know will be in either the question stem or the passage.

Getting to the Answer: The passage doesn't tell you anything about illness, but the question stem provides the link you need. It states that blood sugar concentration tends to increase during illness. So, the student with the cold is most likely the student with the highest blood sugar concentration. The highest sugar concentration values occur for the samples taken from Student A in both Tables 1 and 2.

10. **J** **Category:** Figure Interpretation
Difficulty: Medium
Passage Type: Data Representation
Strategic Advice: Sometimes a question will ask you to compare the choices with each other, rather than develop a new conclusion. Be meticulous in your comparison.
Getting to the Answer: Since the volumes of the samples in both tables are the same, the heaviest sample is the one with the largest mass. Although Student A had the sample with the overall highest mass, Student A is not represented in the choices. The sample with the highest mass represented in the choices is given by **J**.

Passage III

11. **B** **Category:** Patterns
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: Patterns in the data may not always be obvious. Look carefully at each set of data and proceed step by step.
Getting to the Answer: The pattern here is that for every 0.1 moles of KCl added, the freezing point rises 1.0°C. Since 0.4 moles yields a freezing point of -92.0°C, 0.5 moles (**B**) will yield a freezing point of -93.0°C.
A is incorrect, and could be easily eliminated, because you can see from Table 2 that a freezing point of -92.0°C corresponds to 0.4 moles of KCl.
12. **J** **Category:** Scientific Reasoning
Difficulty: Low
Passage Type: Research Summary
Strategic Advice: Sometimes a question asks you for specific details. Refer back to the passage and figures to eliminate wrong answer choices.
Getting to the Answer: **F**, **G**, and **H**, were all factors directly manipulated by the student: the substance added to the IPA was KCl, which was controlled by the student; 200 g of IPA was used by the student, so that was controlled by the student; and the amount of solute (KCl) added was varied by the student between 0.05 and 0.4 moles. Only **J** describes properties controlled by nature alone.
13. **C** **Category:** Patterns
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: Be careful when data include negatives—it's easy to mistakenly think of moving from -80°C to -90°C as an increase, not a decrease.
Getting to the Answer: Start by looking at Table 2. As more KCl was added, the freezing point dropped from -88.5°C to -92°C. So, according to Experiment 2, more solute particles mean a lower freezing point, **C**.
A is incorrect because you can see that freezing point does indeed change as the number of solute particles changes.

B is incorrect and the opposite of what you're looking for.
D is incorrect because the question stem asks you to make a conclusion based on the results of Experiment 2 alone, so it doesn't matter that only one solute was tested.

14. **F** **Category:** Figure Interpretation
Difficulty: High
Passage Type: Research Summary
Strategic Advice: Some questions may ask you to compare the data from two experiments. Make sure you understand each experiment separately before making the comparison.
Getting to the Answer: According to Table 1, when 0.4 moles of KCl are added to 200g of IPA, the boiling point is raised $119.7^{\circ}\text{C} - 108^{\circ}\text{C} = 11.7^{\circ}\text{C}$. According to Table 2, when 0.4 moles of KCl are added to 200 g of IPA, the freezing point is lowered $-88^{\circ}\text{C} - (-92.0^{\circ}\text{C}) = 4.0^{\circ}\text{C}$. **F** expresses this perfectly.
15. **A** **Category:** Patterns
Difficulty: Low
Passage Type: Research Summary
Strategic Advice: "Based on the results of Experiment 1" tells you to look only at Experiment 1 and Table 1 when answering this question.
Getting to the Answer: With each increase in the amount of KCl (potassium chloride) added, the boiling point of the solution increased. **A** is perfect.
B is incorrect and the opposite of what you're looking for.
16. **H** **Category:** Scientific Reasoning
Difficulty: High
Passage Type: Research Summary
Strategic Advice: Read this question carefully. Challenging questions often require you to pick up on subtle points.
Getting to the Answer: Your big clue in the question stem is the statement "Assuming that MgCl_2 has the same effect on the boiling point of IPA as does KCl per particle produced when dissolved."
 To answer this challenging question, you must think in terms of the individual solute particles, K and Cl for KCl, and Mg, Cl, and Cl for MgCl_2 . Adding 0.2 moles of MgCl_2 results in 3×0.2 moles = 0.6 moles of solute particles (0.2 moles of Mg and 0.4 moles of Cl). According to Table 1, 0.4 moles of *solute particles* (0.2 moles of K plus 0.2 moles of Cl) result in a boiling point of 114.4°C , while 0.8 moles of solute particles (0.4 moles of K plus 0.4 moles of Cl) result in a boiling point of 119.7°C . Since $0.4 < 0.6 < 0.8$, the boiling point resulting from the addition of 0.2 moles of MgCl_2 should be **H**. Note that all 3 wrong choices involve boiling points taken directly from Table 1.

Passage IV

17. **D** **Category:** Figure Interpretation
Difficulty: Low
Passage Type: Research Summary
Strategic Advice: Before you evaluate the answer choices, go back to Figure 1 and make sure you understand where to find the tombs and the $\delta^{14}\text{C}$ values.
Getting to the Answer: For $\delta^{14}\text{C}$ values, look at the line graph portion of Figure 1. The

tombs are numbered 1–10 and each is represented on the x -axis.

The correct answer is the pair of samples for which the $\delta^{14}\text{C}$ values are the closest. Go through the answer choices one by one and compare the $\delta^{14}\text{C}$ values for the tombs in each choice. The plotted points for the pair in **D** appear to be at the same height, while the pairs in the other choices have unequal heights.

18. **F** **Category:** Patterns
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: Start this question by finding which axis plots the age of the samples. Then, find where the $\delta^{14}\text{C}$ value is expressed.
Getting to the Answer: Both age and $\delta^{14}\text{C}$ value are plotted on the y -axis of Figure 1. The height of the bars represents the age of the samples, and the line with the plotted points represents the $\delta^{14}\text{C}$ value. If you compare the height of the plotted points to the height of the bars for the same samples, you'll see that they are directly proportional. In other words, high $\delta^{14}\text{C}$ values correspond to greater ages, and lower $\delta^{14}\text{C}$ values correspond to lower ages. **F**, then, is correct.
19. **B** **Category:** Scientific Reasoning
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: Go straight to the answer choices when the question is vague.
Getting to the Answer:
A is directly contradicted by Sample 10 in Study 1, so cross this choice off.
B seems good. Studies 2 and 3 relied upon 20 m and 40 m of soil and rock accumulation over the past 4,000 years, so it's reasonable to assume that this factor was important in the selection of these sites.
C doesn't make sense—there was a great deal of soil and rock.
D requires knowledge out of scope for this passage—nowhere is land development mentioned. This leaves only **B**, which is correct.
20. **F** **Category:** Patterns
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: Follow trends in the given data to extrapolate data outside of the boundaries of the figures.
Getting to the Answer: The curve in Figure 2 clearly decreases with increasing depth. A depth of 25 m is greater than any depth shown, so the $\delta^{14}\text{C}$ value must be less than any of those shown, as in **F**.
21. **C** **Category:** Scientific Reasoning
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: Sometimes a question requires an intuitive leap from the given information. Just as with a Reading passage, infer only what **MUST** follow from the given information.
Getting to the Answer: Over the same time period, twice as much soil and rock accumulated at the African sites than at the Mexican sites. Therefore, the rate of accumulation must have been faster in Africa than in Mexico, as in **C**.

22. **H** **Category:** Scientific Reasoning
Difficulty: High
Passage Type: Research Summary
Strategic Advice: Don't be afraid of complicated-looking equations. Search for the simple concepts hiding beneath the intimidating presentation.
Getting to the Answer: Start this question by looking back at the equation that describes how $\delta^{14}\text{C}$ is calculated. The equation given in the first paragraph of the passage shows that $\delta^{14}\text{C}$ is equal to the $^{14}\text{C}/^{12}\text{C}$ ratio of the biosphere minus the $^{14}\text{C}/^{12}\text{C}$ ratio of the sample divided by the $^{14}\text{C}/^{12}\text{C}$ ratio of the biosphere. $\delta^{14}\text{C}$ can only equal 0 if the numerator of the equation equals 0. This is only true when the $^{14}\text{C}/^{12}\text{C}$ ratio of the biosphere equals the $^{14}\text{C}/^{12}\text{C}$ ratio of the sample. **H** is correct.

Passage V

23. **B** **Category:** Scientific Reasoning
Difficulty: Low
Passage Type: Conflicting Viewpoints
Strategic Advice: Make sure you understand Scientist 1's viewpoint before you answer the questions that relate to it.
Getting to the Answer: Scientist 1's second paragraph contains examples of events that were detrimental to the dinosaurs, so you can predict that he mentioned acid rain because it was also harmful to the dinosaurs.
A is the opposite of what you've predicted, so eliminate that.
C contradicts the information in the passage— CO_2 helped cause the acid rain, not vice versa.
D contradicts the passage, which states that fires helped cause the acid rain.
Only **B** matches your prediction.
24. **G** **Category:** Scientific Reasoning
Difficulty: Medium
Passage Type: Conflicting Viewpoints
Strategic Advice: Begin this question by reviewing where sulfates appear in the passage.
Getting to the Answer: Only Scientist 2 mentioned sulfates, so you can immediately eliminate **F** and **H**, because they mention Scientist 1.
Scientist 2 states that sulfates caused acid rain and led to the breakdown of the ozone layer, which allowed more ultraviolet radiation to reach Earth's surface. If it was shown that sulfates reflect radiation back into space, this would counteract the mechanism described by Scientist 2, so **G** is correct.
25. **D** **Category:** Scientific Reasoning
Difficulty: Medium
Passage Type: Conflicting Viewpoints
Strategic Advice: The correct answer MUST follow from the passage. Begin this question by reviewing what Scientist 2 says about the ozone layer.
Getting to the Answer: The only thing Scientist 2 says about the ozone layer is that the introduction of SO_4 into the atmosphere depleted it. Scientist 2 would then likely agree that lower sulfate levels mean a healthier ozone layer, as in **D**.

26. **H** **Category:** Scientific Reasoning
Difficulty: Low
Passage Type: Conflicting Viewpoints
Strategic Advice: Make sure you understand each scientist's viewpoint before you move to the answer choices.
Getting to the Answer:
F is incorrect because while Scientist 1 believes the climate change was caused by the impact of a meteorite, Scientist 2 believes it was caused by volcanic eruptions.
G is tempting. Both scientists mentioned acid rain, but neither called it a cause of climate change. Both listed it as a result of other changes. Eliminate this choice.
H looks good. Both scientists mention excess CO_2 as a cause of climate change. Keep this choice.
J can't be correct, because only Scientist 2 mentions SO_4 . **H**, then, is correct.
27. **D** **Category:** Scientific Reasoning
Difficulty: Medium
Passage Type: Conflicting Viewpoints
Strategic Advice: Sometimes key information is located in the introduction of the passage, before the viewpoints are presented.
Getting to the Answer: The very first sentence of the passage makes the only reference to the time of the dinosaurs' extinction. It states that the extinction of the dinosaurs occurred approximately 65 million years ago. The meteor described by Scientist 1 would have to have landed at the same time, so **D** is correct.
28. **F** **Category:** Scientific Reasoning
Difficulty: High
Passage Type: Conflicting Viewpoints
Strategic Advice: You must understand how sulfates fit into Scientist 2's viewpoint to answer this question.
Getting to the Answer: According to Scientist 2, sulfates caused acid rain and helped break down the atmosphere, allowing more ultraviolet radiation to reach Earth's surface.
F is possible. Even if you're not sure whether an increase in pH means less acid, you know from the passage that sulfates affect the acidity of rain, so you should keep this choice.
G is incorrect. Scientist 2 discussed the affect of sulfates on the acidity of rain, but not on the amount of rainfall.
H is incorrect. Scientist 2 doesn't relate sulfates to temperature.
J is also incorrect and the opposite of what you're looking for. Scientist 2 says that increasing sulfates increases the amount of ultraviolet radiation reaching Earth. So, decreasing the amount of sulfates would decrease the amount of ultraviolet radiation reaching Earth's surface. **F** is correct.
29. **B** **Category:** Scientific Reasoning
Difficulty: Medium
Passage Type: Conflicting Viewpoints
Strategic Advice: Keep track of which details belong to which scientist.
Getting to the Answer: Eliminate **A** and **C**, since only Scientist 2 mentions sulfates. Scientist 2 stated that a large amount of sulfates were released at the time of the dinosaurs' extinction, so finding rocks high in sulfates that date from the time of the extinction would support Scientist 2's viewpoint. **B** is correct.

Passage VI

- 30. H** **Category:** Scientific Reasoning
Difficulty: High
Passage Type: Research Summary
Strategic Advice: Questions like this one would be easier with outside chemistry knowledge, so you might want to save it for last if you don't like chemistry. Remember, though, there's still a way to the answer without outside knowledge.
Getting to the Answer: Two chemical equations appear in the passage. Both have the starting chemicals on the left and the resulting chemicals on the right. So, you can eliminate **F** and **G**, since you want NaOH and HCl on the left side. The only difference between **H** and **J** is that **J** has 2 H₂O's on the right side, and **H** has just one. If you look at the equations in the passage, you'll see that the total number of each element is the same on each side of the equation; there are two H's and two Cl's on the left side of the first equation, and two of each on the right. The same relationship holds in the second equation. So, you can determine that **J** is incorrect because it gives 4 H's and 2 O's on the right side, and 2 H's and 1 O on the left. **H**, then, is correct.
- 31. B** **Category:** Scientific Reasoning
Difficulty: High
Passage Type: Research Summary
Strategic Advice: If you look at the answer choices first on this question, you'll see that you're really asked to explain whether there is more gas at this point in the experiment compared to the starting point, or less.
Getting to the Answer: Table 1 shows that the syringe was filled with 40 mL of H₂ and 40 mL of Cl₂ at the beginning of Trial 5. The light was flashed, and HCl was formed. Table 1 also shows that no H₂ or Cl₂ was left over after the reaction. So, you know that all of the gas was used up to make a liquid.
 You're also told at the end of the description of Experiment 1 that "equal numbers of different gas molecules are known to occupy equal volumes at the same pressure and temperature." So, you can determine that if you decrease the amount of gas over the course of the reaction, you'll decrease the pressure in the syringe. **B** matches this perfectly.
- 32. H** **Category:** Patterns
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: Ask yourself, "What are the patterns in the information?"
Getting to the Answer: Look at the reactions in Table 1 that use more Cl₂ than H₂—Trials 2, 3, and 4. In each of these trials, the amount of Cl₂ left over was equal to the amount of starting Cl₂ minus the amount of starting H₂. So, you can predict that 20 mL of Cl₂ reacting with 10 mL of H₂ will leave 10 mL of Cl₂ left over. This matches **H**.
- 33. A** **Category:** Scientific Reasoning
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: It's difficult to predict the researchers' assumptions, so work backwards from the answer choices on questions like this.
Getting to the Answer: Start by eliminating the answer choices that contain information not included in Experiment 1. **C** and **D** refer to Si, which appears only in Experiment 2, so you can eliminate those choices.

B contradicts Trials 1, 5, and 6 of Experiment 1—each of these were successful without having Cl_2 left over. Only **A**, then, must be true.

34. **G** **Category:** Patterns
Difficulty: Medium
Passage Type: Research Summary
Strategic Advice: Apply the patterns shown in the passage to new situations.
Getting to the Answer: Experiment 1 states that 1 H_2 and 1 Cl_2 combine to form 2 HCl ; that is, 1 mL of H_2 requires 1 mL of Cl_2 to form 2 mL of HCl . The equation in the question stem states that 2 H_2 and 1 O_2 combine to form 2 H_2O ; 2 mL of H_2 and 1 mL of O_2 form 2 mL of H_2O . So, to follow the patterns in the data, you can predict that 10 mL of O_2 will react with 20 mL of H_2 and leave 5 mL of H_2 unreacted.
35. **C** **Category:** Scientific Reasoning
Difficulty: High
Passage Type: Research Summary
Strategic Advice: You'll need the scientific method to answer this question. What were the results of Experiment 2?
Getting to the Answer: Experiment 2 combined SiCl_4 and H_2 to form liquid HCl . By measuring the changes in mass, students were able to tell how many SiCl_4 and H_2 molecules were needed to form one molecule of HCl . Go through the answer choices one by one and ask if each could cause an error in these results.
A could certainly cause an error. If unaccounted for reactions that produce different products took place, the SiCl_4 , H_2 , and SiCl_4 measurements would be wrong.
B could cause an error, since only the HCl that condensed in the condensation chamber was measured. If some was missed, the equation students produced would be wrong.
C is correct. Nonreactive impurities would have no effect on the measured masses.
D is incorrect for the same reason **C** is correct. Reactive impurities would change the measured masses.

Passage VII

36. **H** **Category:** Patterns
Difficulty: Medium
Passage Type: Data Representation
Strategic Advice: Follow the shape of the given curve to extrapolate beyond the boundaries of the figures.
Getting to the Answer: Mercury is represented by the set of triangles. Follow the triangles to the far left of the graph and estimate where the next one would appear for $d_0 = 25$ cm. The slide time is just under 0.7 seconds for $d_0 = 30$ cm, and just over 0.7 seconds for $d_0 = 35$ cm. So you're looking for a slide time of a little less than 0.7 seconds. **H**, 0.6 seconds, makes the best approximation. You could have immediately eliminated **J** because it is higher than 0.7 seconds. **F** and **G** are both too low, and do not fall in line with the shape of the curve.
37. **C** **Category:** Figure Interpretation
Difficulty: Medium
Passage Type: Data Representation

Strategic Advice: Draw on the figures for questions like this.

Getting to the Answer: Draw a horizontal line from 1.2 seconds on the y -axis until it intersects the curve that represents Mercury (the one with triangles). Then, draw a line straight down from that point to the x -axis. The line hits the x -axis somewhere between $\theta = 35^\circ$ and $\theta = 45^\circ$. Only **C** falls within this range.

38. **F** **Category:** Scientific Reasoning
Difficulty: Medium
Passage Type: Data Representation
Strategic Advice: Don't be intimidated by the equations in the answer choices. Any math on the Science Test will be very straightforward.
Getting to the Answer: Figure 1 shows the box on the track. The distance between the end of the track and the beginning of the box is labeled d_0 . If the box slides a distance x down the track, you know that it must be closer to the edge of the track than it started, so eliminate **G** and **H**.
 As the box slides further down the track, x increases, and the distance remaining must decrease. This is only the case in **F**.
39. **D** **Category:** Figure Interpretation
Difficulty: High
Passage Type: Data Representation
Strategic Advice: This question sounds tough, but breaks down into a few simple steps if you approach it methodically.
Getting to the Answer: According to Figure 4, the slide time at Mercury's surface was 0.8 sec when θ was approximately 55° . Interpolating between the given points, the slide time at Earth's surface would be 0.8 sec for a θ of approximately 38° . 38° is 17° less than 55° , so **D** is correct.
40. **F** **Category:** Patterns
Difficulty: Medium
Passage Type: Data Representation
Strategic Advice: Apply trends from the figures to make deductions about similar experiments.
Getting to the Answer: According to Figure 3, slide times are shorter at the surface of planets with larger accelerations due to gravity. The acceleration due to gravity at Jupiter is larger than that at any of the shown planets, so the slide times at Jupiter should be less than those at any planet, as in **F**.

Writing Test

Level 6 Essay

In the United States, a majority of teenagers are overweight and have unhealthy eating habits. In fact, the Surgeon General recently issued warnings about how being overweight at a young age can lead to serious problems with obesity later in life. Some teenagers who don't tend to have this problem, however, are student athletes. Students who play sports on a regular basis exercise every day and learn how to take care of their bodies. In addition, sports programs can generate income for schools that may face budget cuts in other areas. For these reasons, I believe that high schools should allocate more funding to sports instead of arts.

For the past four years, I've played on my high school field hockey team. To qualify for the team, I have to attend "field hockey camp" every year before school starts. We practice and play games for eight hours a day, five days a week, during this two-week "camp." Our coaches teach us new skills, including how to adjust our diets to make sure we have enough energy to run for an entire game period. Thanks to this activity, I have grown stronger and more toned, and my cardiovascular capacity has improved because of the wind sprints and laps that we do every day. I wouldn't have gained these same health benefits from participating in an arts program, like playing in the band or singing in the chorus. Field hockey improves my physical health, and it also improves the financial health of my high school.

Our field hockey games are open to the public, but people have to buy tickets to watch us play. Although we may not attract the same crowds as the football players do, we usually have a decent number of parents, friends, and supporters sitting in the stands to cheer us on. Since we play twenty games each season, the proceeds from our ticket sales always exceed our expenses, so our field hockey program is able to give back some money to the high school for funding for other projects or activities. In a way, then, the sports programs actually support some of the arts programs, even if we initially receive more funding in the school budget.

Sports programs offer benefits to participants, who improve their health, and to the high school in general, which gains income and support. Arts programs are also valuable and should be offered to students, but if a choice has to be made between sports and arts, then sports programs deserve more dedicated funding because they provide greater benefits to both students and the school.

Grader's Comments:

This Essay demonstrates strong and consistent writing skill. The introduction begins with some general background information related to the topic and then transitions into the specific issue and a statement of the author's opinion. The two supporting examples drawn from the writer's experiences are specific and well developed. The conclusion offers a brief summary of the supporting evidence and reiterates the author's position.

The author uses Keywords and phrases to provide structure for her Essay, both between paragraphs ("For these reasons," "For the past four years," "In a way, then") and within each paragraph ("In fact," "Some," "however," "it also improves," "In addition," "Thanks to this activity," "but," "Although," "Since," "also," "if...then"). These help the reader navigate the Essay and maintain focus on the author's main point.

The writer's varied language and sentence structure create an interesting Essay. No careless grammatical or spelling errors detract from the overall quality of this high-scoring Essay.

Level 4 Essay

It seems like there's never enough money to fund all the extracurricular activities that students want. So one program gets cut to save another. I know that happened at my high school when the administration cut the entire orchestra program. What really bothered me was that no sports programs, like football or hockey, were at all effected by the funding problems, and I don't think that's fair. More students were involved in orchestra than football, and I believe that schools should dedicate more funding to arts programs.

All students are eligible to participate in our after-school arts programs. If you don't already play an instrument, you can take lessons to learn how and then join the band, the orchestra, or the jazz band. If you'd rather sing, you can take voice lessons and then audition for the chorus or the concert choir. And if you'd rather act, build sets, or make costumes, you can join the drama club. All of these creative and artistic activities are open to everyone, even if you have no experience to begin with. Getting involved in an arts program can help you discover a hidden talent and make going to school more fun because you have something creative to look forward to.

The sports program is really only available to students who are athletic and have already played sports in middle school. You can't start to learn how to play football or hockey in high school and expect to play on the team, not even junior varsity. Lots of players don't even make the cut each year even if they have played before, so they have to find other ways to participate in sports, like paying to be on a town team. The high school sports programs tend to exclude students and don't benefit as many people as the arts programs do, so they don't deserve to get more funding from the school or the community.

Its unfair to all of the creative students to destroy their programs and keep the sports programs instead even when sports aren't available to everyone. Because arts programs involve more students, they should get the most funding and shouldn't be cut.

Grader's Comments:

This Essay shows inconsistent but developing writing skill. The author begins by providing a personal example and then states his opinion on the topic. However, he doesn't indicate any specific evidence to support his opinion, so the reader doesn't know what to expect in the subsequent paragraphs. The writer goes on to provide two contrasting but related examples, both of which are adequately developed. The writer's conclusion summarizes his viewpoint but is a bit weak since it does little more than paraphrase earlier statements.

The structure of this Essay is adequate, although the lack of clear transitions between paragraphs makes the Essay rather abrupt and difficult to follow. Including additional Keywords and phrases to link each paragraph would make the Essay smoother and easier to navigate.

The author's vocabulary and sentence structure are adequate but basic. A few grammatical and spelling errors ("effected" instead of "affected" in the first paragraph, "Its" instead of "It's" in the last paragraph), stylistic weaknesses (repetition of "even" three times in two sentences in the third paragraph), and sentence fragments (clauses beginning with "So" and "And") further weaken the Essay. Although these weaknesses don't adversely affect the writer's meaning, they do contribute to making this a lower-scoring Essay overall.

Level 2 Essay

Actors and pro athletes get pretty much equal treatment once their famous because they all get paid lots of money for their jobs and get lots of attention for what they do. But when your in high school that's not how it works. The jocks are the popular students and get away with just about anything if theres a big game coming up. The sports programs also get most of the attention and best facilities but arts programs like band and orchestra and drama club don't get much to work with. This is unfair because it doesn't let everyone participate.

To play football you have to have some skills and strength and not all students can do this. But almost anyone can do something in the drama club. Even if you cant act you can work on the sets or help out backstage. Same with band or orchestra. I know some students who can't play an instrument at all but they still help out with organizing band trips and orchestra concerts.

So more students can benefit from arts programs than from sports programs. Since more students can participate in arts programs, more funds should go towards arts than sports.

Grader's Comments:

This Essay shows some developing writing skill. The beginning of the Essay provides an example of a situation outside of high school that relates to the topic, and the author uses this to transition into a brief explanation of the issue at hand. Unfortunately, a clear statement of the author's opinion doesn't appear until the final sentence so a reader isn't sure of the author's main point until the Essay ends. Waiting until the closing paragraph to state your thesis can cause a problem if you run out of time before completing your Essay.

The structure of this Essay is extremely weak, with poor transitions between paragraphs and insufficient evidence to support the author's opinion. The examples provided are vague and require further development and explanation to show how they relate to the author's argument.

Finally, this Essay contains sentence fragments (clauses beginning with "But," "Same with," and "So") and some spelling errors ("their" instead of "they're," "your" instead of "you're," "theres" instead of "there's" in the first paragraph, and "cant" instead of "can't" in the second paragraph). Overall, the language of the Essay is basic and unvaried, contributing further to its low score.



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