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Form 0359F



*act*  
assessment®

# ACT Assessment®

## Directions

This booklet contains tests in English, Mathematics, Reading, and Science. These tests measure skills and abilities highly related to high school course work and success in college. ***CALCULATORS MAY BE USED ON THE MATHEMATICS TEST ONLY.***

The questions in each test are numbered, and the suggested answers for each question are lettered. On the answer document, the rows of ovals are numbered to match the questions, and the ovals in each row are lettered to correspond to the suggested answers.

For each question, first decide which answer is best. Next, locate on the answer document the row of ovals numbered the same as the question. Then, locate the oval in that row lettered the same as your answer. Finally, fill in the oval completely. Use a soft lead pencil and make your marks heavy and black. ***DO NOT USE A BALLPOINT PEN.***

Mark only one answer to each question. If you change your mind about an answer, erase your first mark thoroughly before marking your new answer. For each question, make certain that you mark in the row of ovals with the same number as the question.

Only responses marked on your answer document will be scored. Your score on each test will be based only on the number of questions you answer correctly during the time allowed for that test. You will NOT be penalized for guessing. ***IT IS TO YOUR ADVANTAGE TO ANSWER EVERY QUESTION EVEN IF YOU MUST GUESS.***

You may work on each test ONLY when your test supervisor tells you to do so. If you finish a test before time is called for that test, you should use the time remaining to reconsider questions you are uncertain about in that test. You may NOT look back to a test on which time has already been called, and you may NOT go ahead to another test. To do so will disqualify you from the examination.

Lay your pencil down immediately when time is called at the end of each test. You may NOT for any reason fill in or alter ovals for a test after time is called for that test. To do so will disqualify you from the examination.

Do not fold or tear the pages of your test booklet.

**DO NOT OPEN THIS BOOKLET  
UNTIL TOLD TO DO SO.**



## ENGLISH TEST

45 Minutes—75 Questions

**DIRECTIONS:** In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

## PASSAGE I

## Notes from Underground

A lot of people hate to ride the New York City subways, but I love them because I like to get places fast.

A musician balancing a cello case, two Buddhist monks <sup>1</sup> in saffron robes, and a group of stockbrokers in crisp,

charcoal gray suits get on at Wall Street. A passenger <sup>2</sup> placidly sews while the subway train flings and jolts. A

teenager whose <sup>3</sup> holding a shoebox containing a kitten as

tiny as a gingersnap smiles even if <sup>4</sup> a line of girls in frilly white communion dresses file by. About three and a half

million people a day ride the subways <sup>5</sup> I think maybe

I might possibly have met them all. <sup>6</sup>

1. At this point, the writer wants to provide one reason why she likes to ride the subways. Which choice is most relevant to the information provided in this first paragraph?

- A. NO CHANGE
- B. I never know what I'll see there.
- C. they are so much cheaper than taxis.
- D. they are places of enormous quiet and calm.

2. F. NO CHANGE  
G. charcoal gray suits,  
H. charcoal, gray suits  
J. charcoal gray, suits

3. A. NO CHANGE  
B. thats  
C. as  
D. who's

4. F. NO CHANGE  
G. as  
H. whereas  
J. such that

5. A. NO CHANGE  
B. subways, and  
C. subways, which  
D. subways actually

6. F. NO CHANGE  
G. perhaps I've  
H. I've possibly  
J. I've



Sometimes a Salvation Army volunteer boards the subway train with sandwiches and juice to give to the needy. “Put your pride to the side!” the volunteer shouts, and I’ve seen many people put out their hands. The  
7

speaker also raises money. Its impossible to predict which  
8

people will dig into their pockets or if they were to open  
9 their purses, and I’ve stopped trying to guess.

Last week some fellow passengers and I watched an elderly man with a portable chessboard playing  
10 chess against himself. Just yesterday I sat across the

aisle with a woman who was composing music  
11

in pink-tinted glasses in a notebook. She tapped her foot  
12 as she reviewed what she’d written and then stopped

tapping and jotted more notes as the train hurtled along.  
13

Today is my mother’s birthday. I decided to surprise her with lilac blooms from my backyard, so this morning, carrying a shopping bag full of the flowers, I boarded a crowded “E” train and rode it to the very last stop in the

7. A. NO CHANGE  
B. Therefore, the  
C. In conclusion, the  
D. In other words, the

8. F. NO CHANGE  
G. It’s  
H. Its’  
J. That’s

9. A. NO CHANGE  
B. would have opened  
C. open  
D. might be opening

10. Which of the following alternatives to the underlined portion would NOT be acceptable?  
F. who played  
G. as he played  
H. played  
J. who was playing

11. A. NO CHANGE  
B. to  
C. at  
D. from

12. The best placement for the underlined portion would be:  
F. where it is now.  
G. after the word *woman*.  
H. after the word *was*.  
J. after the word *composing*.

13. Which choice most effectively emphasizes the rapid speed of the train?  
A. NO CHANGE  
B. continued on its way.  
C. moved on down the tracks.  
D. proceeded toward the next stop.

Bronx. Strangers smiled and took pains not to crush the flowers, even when the train jerked to a halt. <sup>14</sup> I got off at an elevated station and, lifting the splendid bouquet, rushed down to my mother, feeling delighted that I'd brought the blooms all the way from Brooklyn on the subway train.

14. If the writer were to delete the preceding sentence, this paragraph would primarily lose a statement that:
- F. provides physical descriptions of people on the subway train.
  - G. supports the opening sentence of the essay.
  - H. provides evidence that people can be friendly on the subway train.
  - J. gives an explanation for the narrator's actions.

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer had intended to write a brief essay persuading readers that the subway system is New York City's most economical means of public transportation. Would this essay fulfill the writer's goal?
- A. Yes, because the essay supplies evidence of the large number of people using the subways.
  - B. Yes, because the essay describes people who are able to give to the needy because they have extra money in their pockets.
  - C. No, because the essay focuses on the kinds of people riding the subways, not on how inexpensive the subways are to ride.
  - D. No, because the essay focuses on the writer's love of all public transportation, not just the subways.

## PASSAGE II

### Navajo Code Talkers

During World War II, a group of Navajo soldiers developed a code that became one of the most successful in U.S. military history. This group,<sup>16</sup> known as the Navajo code talkers, took part in every assault the U.S. Marines conducted in the Pacific from 1942 to 1945, transmitting information, on tactics, troop movements,<sup>17</sup> orders, and other vital communications over telephones and radios.

American military officials have been using<sup>18</sup> cumbersome<sup>19</sup> machines to encode and relay information during battles. In preliminary tests under simulated combat

16. F. NO CHANGE  
G. group which was  
H. group was  
J. group
17. A. NO CHANGE  
B. transmitting information on:  
C. transmitting information on  
D. transmitting: information on
18. F. NO CHANGE  
G. had  
H. would have  
J. will have
19. A. NO CHANGE  
B. thorny  
C. strenuous  
D. gawky



conditions, the Navajo encoded, transmitted, and decoded a three-line message in twenty seconds as the machines required thirty minutes to perform the same job.

Nevertheless, these tests convinced the

officials of the value, of using the Navajo language in a code.

The Navajo language is complex, with a structure and sounds that makes them unintelligible to anyone without

extensive exposure to it. Outside Navajo communities,

such exposure is rare, which greatly contributed to

it's success.

The Navajo developed and memorized the code. Since their language did not have words for common U.S. military equipment, they turned to nature. They named planes after birds and ships after fish. Dive bombers became *gini* (chicken hawk) and destroyers were called *ca-lo* (shark). The skilled Japanese code breakers remained baffled by the Navajo language. The code was never broken.

Unfortunately, the code talkers sometimes faced dangerous peril from their own side. Many code talkers needed bodyguards to protect them from other American soldiers, some of whom mistook the Navajo for Japanese

20. F. NO CHANGE  
G. seconds so  
H. seconds,  
J. seconds, whereas
21. A. NO CHANGE  
B. Similarly, these  
C. Still, these  
D. These
22. F. NO CHANGE  
G. officials, of the value  
H. officials of the value  
J. officials, of the value,
23. A. NO CHANGE  
B. makes it  
C. make it  
D. make them
24. F. NO CHANGE  
G. from  
H. with  
J. of
25. Which of the following alternatives to the underlined portion would NOT be acceptable?  
A. rare; this  
B. rare this  
C. rare. This  
D. rare, a factor that
26. F. NO CHANGE  
G. that  
H. this  
J. the Navajo code's
27. A. NO CHANGE  
B. The Navajo, who were various heights and weights,  
C. Being of various heights and weights, the Navajo  
D. The Navajo of different sizes
28. F. NO CHANGE  
G. hazardous  
H. risky  
J. OMIT the underlined portion.