

Form 61D

(June 2005)

ACT Assessment

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In response to your recent request for test information release materials, this booklet contains the test questions and conversion tables used in determining your ACT scores. Enclosed with this booklet is a report listing your answers to the ACT Assessment tests and the answer key.

If you wish to order a photocopy of your answer document—including, if you took the Writing Test, a copy of your written essay—please use the order form on the inside back cover of this booklet.

We hope that you will find this information helpful.

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

Finding Tomatoes in Winter

[1] When I was growing up on our farm in North Carolina, my favorite chore was canning tomatoes with my mother. [2] In our one-acre garden, the weight of the tomato plants would slump with ripening fruit, the stems would break, and the pungent smell of late summer would be released. [3] Pleasantly heavy and warm from the sun, I can still imagine the feel of the fruit. [4] That smell told us that it was time to walk the vines and the best of the crop being selected for canning.

1. A. NO CHANGE
B. size of the
C. ripening
D. OMIT the underlined portion.
2. F. NO CHANGE
G. I can still imagine the feel of the fruit, pleasantly heavy and warm from the sun.
H. Pleasantly, the fruit is still warm and heavy where I can feel it in my imagination from the sun.
J. Pleasantly heavy, I can still imagine the feel of the warm fruit from the sun.
3. A. NO CHANGE
B. we select the best of the crop for canning.
C. select the best of the crop for canning.
D. canning the best of the crop that we selected.
4. For the sake of the logic and coherence of this paragraph, Sentence 4 should be placed:
F. where it is now.
G. before Sentence 1.
H. after Sentence 1.
J. after Sentence 2.

We washed the tomatoes in the kitchen while a large pot of water heated up on the stove. ⁵ When the water came to a boil, we dropped the tomatoes into the pot for exactly one minute, retrieved them, and then plunged them into ice water. This double dunking loosened the skin so we could easily peel it away from the juicy, red pulp.

Next, my mother and I, ⁶ cored the tomatoes. Then came my favorite part: crushing them into small pieces to fit into the canning jars. I can see myself now, standing in a steamy kitchen, ⁷ overalls spattered with pulp, sweat dripping from my chin. It was impossible to keep a straight face as seeds squirted through the ⁸ air and stuck to the walls around us. Sometimes we sang along with the radio, frequently substituting

the word *tomato* for a prominent word in the song. ⁹ Sometimes the only sound in the kitchen would be the fan,

rotating on ¹⁰ its' squeaky hinge, sending a breeze our way.

Patches of salt ¹¹ forming on our faces and arms as our sweat evaporated into the August air.

5. If the writer were to delete the phrase "while a large pot of water heated up on the stove" from the preceding sentence (placing a period after the word *kitchen*), the paragraph would primarily lose a phrase that:
 - A. describes the duties specific to the narrator's role in canning tomatoes.
 - B. indicates where the canning takes place and why water is needed in the process.
 - C. establishes a logical transition to the information in the remainder of the paragraph.
 - D. establishes that part of the canning process involved putting the tomatoes in water.
6. F. NO CHANGE
 G. Next my mother and I,
 H. Next my mother, and I
 J. Next, my mother and I
7. A. NO CHANGE
 B. overalls spattered, with pulp sweat;
 C. overalls, spattered with pulp, sweat
 D. overalls spattered with pulp sweat
8. Given that all the choices are true, which one helps the reader best visualize the specifics of the scene?
 - F. NO CHANGE
 - G. air while we watched with amusement.
 - H. air, creating a sight to behold.
 - J. air on those hot summer days.
9. The writer is considering deleting the preceding sentence. Should the writer make this change?
 - A. Yes, because the sentence disrupts the paragraph's attention to the visual aspects of the narrator's memory of canning tomatoes.
 - B. Yes, because the sentence inappropriately shifts the focus of the paragraph to the narrator's enthusiasm for singing.
 - C. No, because the sentence is consistent with the paragraph's focus on the aspects of canning tomatoes that are memorable to the narrator.
 - D. No, because the sentence sets up a logical contrast with the narrator's reserved behavior as described in the sentence before it.
10. F. NO CHANGE
 G. it's squeakier
 H. its squeaky
 J. it's squeaky
11. A. NO CHANGE
 B. would form
 C. form
 D. OMIT the underlined portion.

Once the chore was finished, the tomatoes would line the pantry shelves alongside spiced peaches and snap beans, all gleaming colorfully in their jars. Together they

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were our familys' protection against the bleak winter.

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Now I live a long way from my family and their farm in North Carolina. In the winter, I savor the fresh supply of the half dozen or so jars of tomatoes Mom sends me every year. On special occasions, I reach for one, twist off the top, and let the smell of summer drift back to me

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from my childhood. [15]

12. Given that all the choices are true, which one establishes a visual contrast with the image in the final sentence of this paragraph?

F. NO CHANGE
G. each jar the same size as the next.
H. giving me a sense of real accomplishment.
J. sometimes as many as twenty jars of each.

13. A. NO CHANGE

B. family's
C. families
D. families'

14. F. NO CHANGE

G. with
H. before
J. along

15. If the writer were to delete this final paragraph, the essay would primarily lose:

A. images that reveal that the narrator's memories of canning tomatoes are fading over time.
B. a sense that the narrator is planning to move back to North Carolina as soon as possible.
C. information that indicates that distance contributes to the narrator's nostalgia about canning tomatoes.
D. information about the narrator's adult life that is irrelevant to the essay's focus on canning tomatoes.

PASSAGE II

A Tree's Change in Status

[1]

[1] For almost two millennia, the yew an evergreen tree with a poisonous fruit and a twisted trunk, was scorned or feared by many people, particularly Europeans. [2] In the first century A.D., the Greek biographer Plutarch warned of sleeping in the shade of a yew was a deadly practice. [3] About the same time, the Roman author Pliny pronounced the yew "unpleasant and fearful to look upon." [4] The old

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16. F. NO CHANGE

G. yew, an evergreen tree, with a poisonous fruit
H. yew, an evergreen tree with a poisonous fruit
J. yew an evergreen tree with a poisonous fruit,

17. A. NO CHANGE

B. warned people about
C. having warned that
D. warned that

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British practice of planting yews in cemeteries did nothing in changing or altering that reputation.

[5] Recently, however, the discovery of taxol, a substance found in the bark of the yew, has given the tree new status. [19]

[2]

In the 1960s, scientists discovered that it was a

promising anticancer drug. [21] Although pharmaceutical

companies that begun to produce the drug learned that taxol could be extracted from the bark of all

species of yew, its attention was soon focused on

the Pacific yew. [24]

[3]

To produce enough taxol to provide for the needs of all patients, chemists estimated that they would need the

18. F. NO CHANGE
G. to alter that acquired
H. in the way of changing that
J. to alter that

19. For the sake of the logic and coherence of this paragraph, Sentence 2 should be placed:

A. where it is now.
B. before Sentence 1.
C. after Sentence 3.
D. after Sentence 4.

20. F. NO CHANGE
G. that taxol was
H. it as
J. this was

21. At this point, the writer is considering adding the following true statement:

There were many medical breakthroughs during the 1960s, and this was only one of them.

Would this be a relevant addition to make here?

- A. Yes, because it provides an important link to the rest of the paragraph.
B. Yes, because it informs the reader that taxol is not the only such drug available.
C. No, because it strays from the main focus of the essay.
D. No, because it implies that scientists did not understand why taxol was important.

22. F. NO CHANGE
G. who'd begun producing
H. who begun producing
J. that began to produce

23. A. NO CHANGE
B. it soon focused its attention
C. they soon focused their attention
D. it was soon focused

24. Given that all of the following are true, which one, if added here, would most effectively conclude Paragraph 2 and provide a link to Paragraph 3?

F. Natural stands in the Pacific Northwest represented the largest available source of yew bark.
G. In western North America, the yew grows in cool, moist climates.
H. The Pacific yew is very shade-tolerant and prefers upland sites or riversides.
J. The yew tree, *Taxus brevifolia*, will grow to fifty feet in height and reach a diameter of two feet.

25. A. NO CHANGE
B. Enough taxol production to provide
C. Producing enough taxol in providing
D. They wanted to produce enough taxol to provide