

009167



Your Signature (do not print): _____

Print Your Name Here: _____

Your Date of Birth:									
<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Month		Day		Year					

Form 62D



The **ACT**[®]

2008 | 2009



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.**

ACT[®]

P.O. BOX 168
IOWA CITY, IA 52243-0168

©2002 by ACT, Inc. All rights reserved.

NOTE: This booklet is covered by Federal copyright laws that prohibit the reproduction of the test questions without the express, written permission of ACT, Inc.

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

The Book That Helped Save the Everglades

[1]

Few books have been

1

more influential in the U.S. environmental
2
movement as Marjory Stoneman Douglas's

The Everglades: River of Grass. Published in 1947,
the book educated the nation about the dangers facing
one of the most fragile ecosystems and said its author's
3
emergence as a famous conservation crusader.

[2]

Douglas had moved to Florida when she was

twenty-five, working first to a newspaper reporter
4

1. Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. Scarcely any
- B. Hardly any
- C. Not much
- D. Not many

2. F. NO CHANGE

- G. as
- H. as if
- J. OMIT the underlined portion.

3. A. NO CHANGE

- B. marked
- C. remarked
- D. made

4. F. NO CHANGE

- G. as
- H. in
- J. at

and then as a freelance writer. 5 In 1942 an editor

who also wrote novels asked her to write an in-depth report about the distinct features of the Miami River, a topic she broadened to include the Everglades.

For five years she participated in a study of the great wetlands that once covered millions of acres in southern Florida, learning about their complex biology, geology,

and history. 8

[3]

The more Douglas studied the region, the more she became inspired by the beauty to be found in nature. Though a portion of the ecosystem had been preserved in 1934 as Everglades National Park, the remainder faced relentless human pressures. She watched in growing

dismay. As swampy areas were drained and tracts of houses replaced stands of saw grass.

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

Her first exposure to the state was at the age of four, when she joined her parents on a business trip to Tampa.

Would this be a relevant addition to make here?

- A. Yes, because it provides interesting background information about Douglas's life.
 - B. Yes, because it puts Douglas's move to Florida into perspective for the reader.
 - C. No, because not enough detail is provided about the duration of that first visit.
 - D. No, because it interrupts the sequence of events marking her career development.
6. F. NO CHANGE
G. who also was a novelist
H. that also wrote novels
J. OMIT the underlined portion.
7. Which choice best expresses Douglas's intense involvement in her study of the wetlands?
- A. NO CHANGE
 - B. immersed herself in
 - C. gave thought to
 - D. dabbled in
8. The writer is considering deleting the following phrase from the preceding sentence (replacing the comma after *Florida* with a period):
- learning about their complex biology, geology, and history.
- Should the writer make this deletion?
- F. Yes, because the phrase limits the extent of Douglas's overall study.
 - G. Yes, because the relationship between the phrase and Douglas's investigation is not made evident to the reader.
 - H. No, because the phrase provides revealing background information about Douglas herself.
 - J. No, because the phrase identifies the scope of Douglas's investigation.
9. Which choice most effectively completes the sentence and introduces the subject of Paragraph 3?
- A. NO CHANGE
 - B. alarmed by what was happening to it.
 - C. fascinated by the distinct features of the region.
 - D. intrigued by its various aspects.
10. F. NO CHANGE
G. relentlessly humanly
H. human relentlessly
J. relentless and humanly
11. A. NO CHANGE
B. dismay; as
C. dismay as
D. dismay as,



[4]

In publishing *The Everglades*, Douglas offered an eloquent rallying cry to defend a little-understood ecosystem. Due to the publicity of attracting public interest in her book, Douglas¹² was able to take her message directly to the people of Florida, giving countless speeches about the Everglades' importance.

[5]

Thanks in part to Douglas's book, the Everglades are now regarded as a national treasure. Though still threatened, they form a very fragile ecosystem. In recognition of her work, Douglas later received the

nation's civilian highest honor, the presidential Medal of Freedom, and many conservation awards. Her most significant legacy, however, remains the intricate web of water, grass, and wildlife that her book helped to protect.

12. F. NO CHANGE
G. created by her book,
H. of her book receiving public acclaim,
J. resulting from the public attention to her book,

13. Given that all the choices are true, which one most clearly suggests the impact Douglas's work may have had on the Everglades?
A. NO CHANGE
B. were long the subject of Douglas's devotion and concern.
C. are biologically, geologically, and historically complex.
D. are far healthier than when the book first appeared.
14. F. NO CHANGE
G. nation's highest civilian
H. civilian nation's highest
J. highest nation's civilian

Question 15 asks about the preceding passage as a whole.

15. Upon reviewing the essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:

Increasing numbers of birds and fish were dying each year as a result of this interruption of the natural cycles upon which the wetland system depended.

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

- A. 2.
B. 3.
C. 4.
D. 5.

PASSAGE II

Thinking about Pennies

There's a movement underway to get rid of the penny.

Proponents of it's abolition argue that the cost of minting

16

pennies and keeping them in circulation far outstrips

17

their collective worth. The thinking about pennies are

18

a nuisance. What they ask can anyone buy with a penny (or two or three) these days? Not much, right?

19

[1] It pays to remember, however, that the modern

penny has history on its side. [2] It is the descendant of

our country's first initial federally authorized coin, the

20

Fugio Cent. [3] This coin, issued in 1787, came complete

with free advice. [4] Below this was the admonishment to

"mind your business." [5] The word *fugio* ("I fly" in Latin)

was stamped on one side. 21

Nowadays it may be hard to imagine that a mere

22

penny was ever worth minding (let alone saving), but there

was a time when even a piece of a penny was something

you could trade. Until the reign of Edward I (1272–1307),

the back of the British penny was stamped with a cross so

that they could easily be cut into halves (a half-penny,

23

pronounced in England as "hay-penny") and are even

24

into fourths (a farthing).

16. F. NO CHANGE

G. its

H. their

J. his

17. A. NO CHANGE

B. would have far outstripped

C. was far outstripping

D. will be far outstripping

18. F. NO CHANGE

G. Thinking

H. They think

J. The thought of

19. A. NO CHANGE

B. What, they ask

C. What they ask,

D. What, they ask,

20. F. NO CHANGE

G. earliest initial

H. very first

J. primary original

21. For the sake of the logic and coherence of this paragraph, Sentence 4 should be placed:

A. where it is now.

B. after Sentence 1.

C. after Sentence 2.

D. after Sentence 5.

22. Which choice provides the most effective beginning to this paragraph?

F. NO CHANGE

G. Few would have believed that these days

H. Just as it was back then, these days

J. Isn't it interesting that these days

23. A. NO CHANGE

B. it

C. ours

D. he

24. F. NO CHANGE

G. are divided in four

H. are quartered

J. even