

Form 65C

(June 2007)

FORMCODE ACTC65

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

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and question 14 will ask you to choose where Paragraph 3 should most logically be placed.

Picturing the Past

[1]

Before I left home to attend college, my grandmother gave me a bag filled with old photographic negatives. Having enrolled in a photography class for my first semester, I had offered to preserve some of our family's memories before the film deteriorated or got lost. My grandmother patted my hand and said, "Good luck, Angela."

[2]

[1] I soon came to love the silence of the photo darkroom, illuminated only by its dim, red safelight.

1. A. NO CHANGE
B. memories. Before the film was
C. memories. Before the film had
D. memories. Before the film

2. Given that all the choices are true, which one provides a detail that best leads into the description that follows in this paragraph?
F. NO CHANGE
G. located in the Art Building on the south campus.
H. which was open for use by photography students.
J. occasionally shared with others from the class.

1 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ 1

[2] Something about that isolation, and darkness
seemed mysterious. [3] I took a negative from the

collection and enclosed it in the glass of the enlarger.

[4] An enlarger is a magnifying device used in printing
photographs. [5] I exposed the paper with a flash of light
through the negative and then placed the paper in a
developing solution. [6] Soon, the faces' of my mother's

family began to appear on the paper. [6]

[3]

Early in the semester, I opened the bag of battered
negatives and began to examine them. "I don't know," I
told my grandmother doubtfully over the phone, "but I'll
see what I can do." Some of the negatives were not much
larger than postage stamps, while others were as large as
greeting cards. Holding them up to the light, I could
scarcely make out traces of faint figures. Many of the
negatives were bent and faded, and some were speckled
with age spots.

[4]

In one shot, my young grandparents toted
crates filled with ripe fruit, and my mother sat on a
branch, peering down at the camera. They floated before
me, not like ancestral ghosts but physical and alive.

Yet, all my mother's stories came to mind.

3. A. NO CHANGE
B. isolation, and, darkness
C. isolation and darkness
D. isolation and darkness,
4. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. collection and then enclosed
G. collection; then I enclosed
H. collection that enclosed
J. collection, enclosing
5. A. NO CHANGE
B. faces of my mother's
C. faces' of my mothers
D. faces of my mothers
6. Which of the following sentences in this paragraph is LEAST relevant to the purpose of describing the narrator's actions and, therefore, could be deleted?
F. Sentence 3
G. Sentence 4
H. Sentence 5
J. Sentence 6
7. A. NO CHANGE
B. had began
C. begun
D. begin
8. F. NO CHANGE
G. branch, which peered
H. branch that peered
J. branch peering
9. A. NO CHANGE
B. Instead, all
C. Besides, all
D. All

I recalled her description of the long hard hours,
spent working in the migrant camps and the

peach and apricot fuzz that pricked it's
¹⁰
₁₁

skin. 12

[5]

In the darkroom that first semester of college,
far from home, I studied these scenes from the lives of my
relatives. Whenever I felt discouraged, those photographs
¹³
would reassure me. Though the distance in time and space
between us was great, I knew that as long as I had those
photographs, my family could never be far away.

Questions 14 and 15 ask about the preceding passage as a whole.

14. For the sake of the logic and coherence of this essay,
Paragraph 3 should be placed:

- F. where it is now.
- G. before Paragraph 1.
- H. before Paragraph 2.
- J. before Paragraph 5.

- 10. F. NO CHANGE
- G. long, hard hours,
- H. long, hard, hours
- J. long, hard hours

- 11. A. NO CHANGE
- B. there
- C. her
- D. its

12. Which of the following true statements, if added at the
beginning of this paragraph, would most effectively
introduce readers to the information presented in the
paragraph?

- F. The photos, taken around 1945, showed my rela-
tives working in the California orchards.
- G. Developing photographs is a difficult process,
especially when the negatives are old or damaged.
- H. As World War II came to a close, around 1945, my
grandparents worked as migrant laborers.
- J. Many people have immigrated to the United States
over the years to work as migrant farm laborers.

13. Given that all the choices are true, which one provides
information that is most relevant at this point in the
essay?

- A. NO CHANGE
- B. which ended in early December,
- C. having completed high school,
- D. a midsize state school,

15. Suppose the writer's goal had been to write a brief
essay on how to develop photographs in a darkroom.
Would this essay successfully accomplish that goal?

- A. Yes, because it explains how developing photo-
graphs from negatives can preserve the past.
- B. Yes, because it focuses on a particular group of
photographic negatives.
- C. No, because it fails to describe the photographs
that the narrator took for the class.
- D. No, because it focuses instead on the personal sig-
nificance of a set of photographs.

PASSAGE II

Serving in the Peace Corps

After much too long a flight, we landed.

Being that I fully stretched my legs for the first

time in twelve hours, I poked my head out the

bulkhead door and exclaimed, "This place is hot."

- 16. F. NO CHANGE
- G. Because I fully stretched
- H. Although fully stretching
- J. Fully stretching

I had arrived in Safi, Morocco, a seaport on the Atlantic coast in northwestern Africa. ¹⁷ The

hot, dry wind, blowing off the desert seemed to

¹⁸

melt right through me. I suddenly wished I could duck back inside the air-conditioned 747 and head back home.

That was how my Peace Corps experience began. A local welcoming committee greeted me, and we shared bowls of sweetened goat's milk and plates of fresh dates. I gratefully accepted their hospitality and satisfied my hunger.

Eventually, when I completed my Peace Corps

²⁰

service, and realized that I had also satisfied my hunger for new experiences. But I'd accomplished much more than that. I had become more adaptable, more perceptive, more self-reliant—in short, more grown up. I'd not only helped people in Morocco but also learned Arabic, developed lifelong friendships, celebrated Islamic holidays, and come to understand and appreciate a culture different from my own. I had known

²²

I would be teaching English to teenagers whom were studying to become everything from shipbuilders to

²³

17. If the writer were to delete the phrase "a seaport on the Atlantic coast in northwestern Africa" from the preceding sentence, the paragraph would primarily lose:
- A. details that more fully describe the setting.
 - B. information that explains the narrator's reason for being there.
 - C. a comparison of this location with the narrator's home.
 - D. nothing at all, since these geographic details are irrelevant to the paragraph.

18. F. NO CHANGE
G. hot, dry, wind
H. hot, dry wind
J. hot dry wind,

19. A. NO CHANGE
B. simmer
C. blast
D. ignite

20. Given that all the choices are true, which one provides the best transition by providing specific information?

- F. NO CHANGE
G. After some time had passed,
H. Two years later,
J. Subsequently,

21. A. NO CHANGE
B. service, and I
C. service and
D. service, I

22. F. NO CHANGE
G. differently from
H. differently than
J. different then

23. A. NO CHANGE
B. whom are
C. who were
D. who have