

# Form 67F

(April 2011)



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 multiple-choice 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.

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## 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

## Taking Wing

The view must have been a thrill each time:

everything below so tiny and perfect, an eagle's-eye view of the landscape. From her wooden seat in the cramped cockpit. Facing the fuel gauges and compass that helped her plot her course, Amelia Earhart was on top of the world. In her goggles and leather flight cap, she must have grinned every time she banked the wings and headed into a cloud, on her way toward new records and destinations.

[1] Born in Kansas in 1897, Earhart broke what were then the rules for girls right from the start. [2] She was considered a tomboy and belly flopped downhill on sleds, climbed trees, and hunted. [3] Before long she was taking lessons and then her first plane had been bought. [4] By 1928 she had become the first woman to cross the Atlantic

1. A. NO CHANGE  
B. cockpit; facing  
C. cockpit. She faced  
D. cockpit, facing
2. E. NO CHANGE  
G. Following being born  
H. After her mother gave birth to her  
J. After having been born
3. A. NO CHANGE  
B. bought her first plane.  
C. buys her first plane.  
D. her first plane is bought.

Ocean in an airplane. [5] She went on to set record after record, showing what a person from Kansas could do.

[6] She became fascinated with flying as a young

woman whom she took her first flight—with a stunt

pilot. [6]

In 1937 she sat about from Miami, Florida, with her copilot, hoping to become the first woman to circumnavigate the globe by airplane. They had reached New Guinea and completed three-quarters of their flight because the outside world lost contact with them on July 2, 1937, as they were en route to their next island destination.

[A] In contrast, the U.S. Navy searched the Pacific for the plane and its occupants for weeks before giving up.

[B] Rumor's have abounded ever since: perhaps Earhart was on a spy mission for President Roosevelt, or perhaps she crashed and lived for years undiscovered on an island. [11] It is most commonly assumed that she ran out

4. Given that all the choices are true, which one best summarizes this paragraph's description of how Earhart "broke what were then the rules"?

- F. NO CHANGE
- G. graduating from high school in 1915.
- H. defying expectations and shattering gender stereotypes.
- J. having seen her first airplane when she was only ten years old.

5. A. NO CHANGE  
B. woman that  
C. woman when  
D. woman, however,

6. For the sake of the logic and coherence of this paragraph, Sentence 6 should be placed;

- F. where it is now.
- G. between Sentences 1 and 2.
- H. between Sentences 2 and 3.
- J. between Sentences 3 and 4.

7. A. NO CHANGE  
B. set about  
C. sat out  
D. set out

8. F. NO CHANGE  
G. when  
H. while  
J. after

9. A. NO CHANGE  
B. However, the  
C. The  
D. Furthermore, the

10. F. NO CHANGE  
G. Rumors  
H. Rumors'  
J. Rumor

11. Which of the following true statements, if it were to be added here, would best develop the point being made in the preceding sentence?

- A. A Coast Guard cutter, the *Itasca*, was stationed in the Pacific to receive Earhart's radio transmissions.
- B. After Earhart's first flight across the Atlantic, she had been met with a ticker tape parade in New York City.
- C. Still another theory is that Earhart landed on a volcanic island that later sank into the sea.
- D. Earhart's previous attempt to fly around the world had started in Oakland, California.



of fuel and was lost at sea. [C] Amelia Earhart passed into<sup>12</sup> history, and from there into myth. The legend of her achievements and of her mysterious disappearance still captivates us. [D] Her much-photographed face, with its chiseled cheekbones and daring eyes, remains a familiar image. We may never know what happened to her, but in<sup>13</sup>

our imaginations she continues to be very cool high above<sup>14</sup>

the earth. 15

- 12. F. NO CHANGE  
G. past into  
H. passed over  
J. past over
- 13. A. NO CHANGE  
B. image, we  
C. image we  
D. image, while we
- 14. F. NO CHANGE  
G. still soars  
H. continues to manifest her aviation skills  
J. still exhibits expertise in monitoring her altitude and velocity, using various cockpit gauges
- 15. The writer wants to divide the preceding paragraph into two, so that the first paragraph discusses Earhart's final trip and speculates about what may have happened, while the second focuses on how she is remembered. The best place to begin the second paragraph would be at Point:  
A. A.  
B. B.  
C. C.  
D. D.

PASSAGE II

Edmonia Lewis and Her Marble Cleopatra

In 1988, during a routine inspection of a salvage yard in the Chicago area, firefighter Harold Adams made a discovery that helped solve a 100-year-old mystery. Amid the debris, he came face to face with a monumental statue of a queen in the salvage yard. The work of art had such a commanding presence that he felt compelled to bring it to<sup>16</sup>

the attention of people who might be able to identify, repair, and permanently protect it.<sup>17</sup>

- 16. Given that all the choices are true, which one adds new information about the physical appearance of the statue?  
F. NO CHANGE  
G. as he looked around.  
H. during his rounds.  
J. on her throne.
- 17. Given that all the choices are true, which one provides the most specific information?  
A. NO CHANGE  
B. appropriate individuals that he could identify in the hope of making a difference.  
C. persons with knowledge pertaining to the relevant subject at hand.  
D. others with expertise in their professional fields, like he was a professional, but in a different field.

1 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ 1

Eventually, the statue's identity emerged. The  
<sup>18</sup>  
woman depicted was none other than the Egyptian ruler

Cleopatra. The artist was Edmonia Lewis, born in 1840  
<sup>19</sup>  
to an Ojibway mother and African American father. As  
a young person, Lewis had studied at Oberlin College  
before moving to Boston and later Rome, where she  
joined a community of American sculptors living  
abroad. Carving Italian marble by hand, Lewis  
<sup>20</sup>

portrayed Cleopatra taking her last breath. *The Death*  
<sup>21</sup>  
*of Cleopatra* was hailed by many critics as the most  
impressive sculpture at the 1876 Centennial Exposition in  
Philadelphia, the event for which it had been created. 22

Shortly after the exposition, the statue  
fell into mysterious circumstances that frustrated  
the art lovers who tried over the years to locate it.  
<sup>23</sup>

Decades passed before the story of it's journey  
<sup>24</sup>

were pieced together. For a while, the marble  
<sup>25</sup>

queen had resided in a Chicago saloon. Later, it  
<sup>26</sup>  
marked the grave of a racehorse named Cleopatra. By  
the time Adams stumbled upon the two-ton statue, it was

18. F. NO CHANGE  
G. statues' identity  
H. statue's identity  
J. identity of the statues

19. A. NO CHANGE  
B. artist,  
C. artist, whose name was  
D. artist

20. The writer would like to provide information here  
about the method used by the artist to create the sculp-  
ture. Given that all the choices are true, which one best  
accomplishes the writer's purpose?

- F. NO CHANGE  
G. An experienced and accomplished artist,  
H. Though others had depicted the Egyptian queen in  
marble,  
J. To complete her worthwhile project,

21. A. NO CHANGE  
B. Cleopatra, taking her last  
C. Cleopatra taking her last  
D. Cleopatra taking her last,

22. The writer is considering deleting the phrase "the 1876  
Centennial Exposition in Philadelphia," from the pre-  
ceding sentence. Should the phrase be kept or deleted?

- F. Kept, because it indicates where the statue was  
made.  
G. Kept, because it identifies the event referred to in  
the sentence.  
H. Deleted, because it repeats information that is  
already provided in the sentence.  
J. Deleted, because it provides information that  
shifts the focus away from the sculpture.

23. A. NO CHANGE  
B. in an effort to  
C. to attempt to  
D. regarding efforts that would

24. F. NO CHANGE  
G. its'  
H. its  
J. whose

25. A. NO CHANGE  
B. was  
C. were to be  
D. would of been

26. F. NO CHANGE  
G. queen had resided,  
H. queen, had resided  
J. queen, had resided,