

Form 68C

(June 2010)

The **ACT**[®]

2009 | 2010

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.

ACT[®]

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

©2010 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 following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and question 15 will ask you to choose where Paragraph 4 should most logically be placed.

This Writer Cooks

[1]

Mary Frances Kennedy Fisher said in the opening of her first collection of essays, *Serve It Forth*, "Now I am going to write a book. It will be about eating and about

what to eat and about people who eat." But their work was

much more than that. *Serve It Forth* and the wealth of books that followed its publication in 1937 changed the

1. A. NO CHANGE
B. essays *Serve It Forth*,
C. essays *Serve It Forth*
D. essays: *Serve It Forth*,
2. F. NO CHANGE
G. her
H. there
J. its
3. A. NO CHANGE
B. then
C. to
D. of

way her many readers think about food and about life
in general. [4]

[2]

Years later, as a student living in France,
she learned how to cook, her inspiration, springing
from the breads and pastries of Dijon. She
with imagination and creative thought used every
source available to her. She had a passion for making
something delightful out of whatever she had at hand,
and she enjoyed a reputation for scouring local markets
and shops for the better and freshest ingredients for her

carefully prepared meals. [9] On the heater in her small
apartment, she dried sections of tangerines and oranges
and chunks of coconut, preparing them to be used in an
innovative dessert.

[3]

Eating and cooking in France taught her that the
sweetest pleasures are often the simplest, and that often
those found in one place cannot be found anywhere else.
Cauliflower and cream and Gruyère cheese when baked
on one side of the Atlantic she discovered, are not the
same when baked on the other side.

4. At this point, the writer is considering adding the following sentence in order to emphasize Fisher's experience as a writer:

Fisher wrote books about eating good food,
and many people have read them.

Should the writer make this addition here?

- F. Yes, because it contains important supporting information.
G. Yes, because it indicates the range of Fisher's expertise.
H. No, because it repeats information provided elsewhere in the paragraph.
J. No, because it does not include the titles of Fisher's other books.
5. A. NO CHANGE
B. cook, her inspiration
C. cook her inspiration
D. cook her inspiration,
6. F. NO CHANGE
G. cleverly employed resourcefulness and
H. used her aptitude for originality cleverly and
J. ingeniously
7. A. NO CHANGE
B. there was enjoyment of her reputation
C. her reputation was developed
D. a reputation was enjoyed by her
8. F. NO CHANGE
G. best and freshest
H. fresh and good
J. better and fresher
9. At this point, the writer is considering adding the following true statement:
Fisher wrote and published over twenty books.
Should the writer make this addition here?
A. Yes, because the essay is about Fisher's work as a writer.
B. Yes, because it supports the claim that Fisher was passionate about writing.
C. No, because it interrupts the sequence of events.
D. No, because it is not specific about how many are cookbooks.
10. F. NO CHANGE
G. Atlantic, she discovered
H. Atlantic, she discovered,
J. Atlantic she discovered

1 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ 1

[4]

Once, as a young girl fixes supper for herself, Fisher
¹¹
couldn't resist adding enough curry to hard-boiled eggs in
white sauce to completely change their appearance and
flavor. Each bite burned her tongue, because she was
¹²
pleased with her accomplishment. The meal was far
from bland.

[5]

Fisher believed that a good cook could accomplish
in three simple courses what a famous chef might only
accomplish with a complicated menu. [13] Her writing
is based on the same philosophy. Charming, delectable,
and full of personality, Fisher's essays are short and
evocative, offering precisely enough to whet and satisfy

the reader's appetite. [14]

11. A. NO CHANGE
B. fix
C. fixing
D. fixed

12. F. NO CHANGE
G. yet
H. unless
J. when

13. At this point, the writer is considering adding the following true statement to emphasize what Fisher accomplished with her cooking:

It took her years to learn how to prepare a meal with several courses.

Should the writer make this addition here?

- A. Yes, because it gives an example of the type of meal being discussed.
B. Yes, because it shows how long it takes to learn to make a meal.
C. No, because the paragraph as a whole is about Fisher's philosophy rather than her success with cooking.
D. No, because the statement repeats an idea presented earlier in the paragraph.
14. Which of the following sentences, if added here, would best support Fisher's ideas as they are expressed in the essay?
- F. This book will prove what Fisher used to say—she has always been a reporter and, perhaps, a writer.
G. Those who read her books agree that Fisher is far more than merely one of the world's most celebrated writers on food.
H. Good writing, she seemed to say, was like good cooking, modest in proportion but generous in spirit.
J. In her essays, Fisher says that she remembers everything in her life with equal clarity and writes easily about the first days in Dijon.

Question 15 asks about the preceding passage as a whole.

15. For the sake of the unity and coherence of the essay Paragraph 4 should be placed:
- A. where it is now.
B. after Paragraph 1.
C. after Paragraph 2.
D. after Paragraph 5.

PASSAGE II

Leader of the Pack

Customers call me a dog trainer, but really I train people—to treat their dogs like dogs.

Dogs you see are pack animals. And every pack¹⁶ has a pecking order, with one member clearly

at the top, as you might be able to imagine.¹⁷

One of my clients, Andrew, had a young Irish setter named Red. Who had never been taught any¹⁸

commands. Red barked incessantly¹⁹ when Andrew left home, jumped on Andrew's guests, and begged for table scraps. Andrew had treated Red as an equal, letting her lounge on his couch, sleep on his bed, and eating²⁰

whenever he wanted.²¹

All this made Red believe she was the top dog. However, canines associate physically high perches with²² authority, so giving her couch and bed rights immediately got things off on the wrong paw. Additionally, in a dog pack the leader eats first (while the others wait), so Andrew's behavior confused Red further. Andrew left her illusions intact when he did not teach her any commands.

16. F. NO CHANGE
G. Dogs you see,
H. Dogs, you see
J. Dogs, you see,
17. Which choice would best conclude the sentence to effectively emphasize the point about pack animals made earlier in the sentence?
A. NO CHANGE
B. ready to share leadership with fellow members of the pack.
C. dominating those below.
D. riding the wave.
18. F. NO CHANGE
G. Red who,
H. Red, who
J. Red; who
19. A. NO CHANGE
B. incessantly without interruption
C. continuously without interruption
D. constantly and all the time
20. F. NO CHANGE
G. eat
H. to eat
J. is eating
21. A. NO CHANGE
B. they
C. it
D. she
22. F. NO CHANGE
G. Even so, canines
H. Nonetheless, canines
J. Canines