

Form 71H

(April 2014)



The **ACT**[®]

2013|2014

In response to your 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 that lists each of your answers, shows whether your answer was correct, and, if your answer was not correct, gives the correct answer.

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.



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

©2014 by ACT, Inc. All rights reserved.
NOTE: This test material is the confidential property of ACT, Inc., and may not be copied, reproduced, sold, or otherwise transferred without the prior 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

A Saturday with the Sea Turtles

Hawaii's green sea turtle, has been classified as ¹ an endangered species for over 25 years. Signs around the Mauna Lani lagoon ² warn tourists to keep their distance from the humped creatures that look like gray-green boulders along the shoreline. My friends and me, however, ³ ignore the signs, wade into the water, and ⁴ struggling to flip a 150-pound turtle onto its back in the center of an oversized inner tube. We aren't being intentionally cruel. Nor are we breaking the law. We are spending another sunny Hawaiian Saturday volunteering for a government-sponsored sea turtle research project.

We float our latest turtle ashore. Flippers flapping and beak snapping, the turtle resists as we hoist it onto the examination table that we've set up beneath an awning on the beach. It's my turn to ⁵ enact the exam.

1. A. NO CHANGE
B. turtle has been classified as
C. turtle, has been classified as,
D. turtle has been classified: as
2. F. NO CHANGE
G. warns
H. is warning
J. has warned
3. A. NO CHANGE
B. I, however,
C. I however,
D. me, however
4. F. NO CHANGE
G. the struggle
H. were struggling
J. struggle
5. A. NO CHANGE
B. act out
C. perform
D. operate



As I weigh the turtle and measure its carapace (shell), another volunteer, Kiko, watches as I record the data.
 6
 Tourists always seem delighted by the opportunity to closely observe a turtle.

Kiko tells the tourists that this turtle has likely
 7
 made a remarkable migration from breeding grounds

in shoals located over 400 miles away. 8 I open the

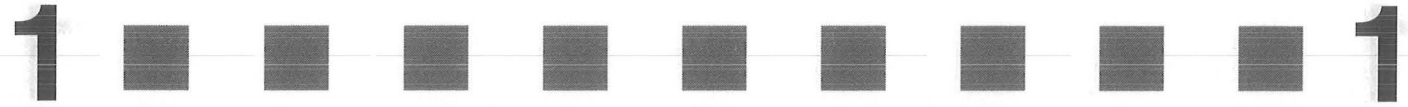
turtle's mouth so I can document what it has been eating,
 9

and I wonder if the turtle is hungry. Kiko laughs and
 10
 says that one of the first lessons a volunteer learns is that green sea turtles have terrible breath! A supervising marine biologist helps me insert a small microchip—a tag—beneath the skin of one flipper. Tagging helps with monitoring the turtle population and gathering information to help the turtles recover from their endangered status.

After we pull the heavy turtle
 back to the water. I don fins, a mask, and a
 11

snorkel watching the turtle after it's released.
 12

6. Given that all the choices are true, which one would most effectively provide a transition into the next sentence?
- F. NO CHANGE
 G. explains the project to people who have gathered nearby.
 H. stands near me as I work at the examination table.
 J. was the one who introduced me to this turtle project.
7. Which of the following alternatives to the underlined portion would NOT be acceptable?
- A. totally
 B. most likely
 C. probably
 D. presumably
8. If the writer were to delete the phrase “in shoals located over 400 miles away” from the preceding sentence, the sentence would primarily lose:
- F. background information about why the turtles choose the shoals as breeding grounds.
 G. important geographical data for tourists who are interested in seeing a turtle.
 H. a generalization about the size of the breeding grounds.
 J. a specific detail that helps clarify why the migration would be remarkable.
9. A. NO CHANGE
 B. turtles'
 C. turtles
 D. turtles's
10. Which choice most specifically anticipates the lesson described in the next sentence?
- F. NO CHANGE
 G. wrinkle my nose.
 H. peer inside.
 J. look at the tongue.
11. A. NO CHANGE
 B. water. So
 C. water,
 D. water;
12. F. NO CHANGE
 G. that watch
 H. in order to watch
 J. that will be watching



Though shy and quiet on land, these animals are graceful

13

swimmers. Kicking my fins, I follow the turtle as

14

it beats its flippers like wings and soars through the

15

canyon reefs toward the deep water beyond.

15

PASSAGE II

Patsy Mink: Equal Rights Champion

[1]

Using just thirty-seven words, the federal law prohibiting sex discrimination against students and employees in school districts and universities changed public education. Enacted in 1972 as part of the Education

16

Amendment to the Civil Rights Act of 1964, Title IX

16

stipulates that no person shall be excluded from any arenas of public schooling on the basis of sex. The

most widely known thing about Title IX has been

17

equal participation in sports. Actually, though, the

law requires fair and equal treatment in all educational

areas: which are including admissions, scholarships,

18

housing, and academic programs. One of its principal

authors was the U.S. congresswoman from Hawaii,

Patsy Takemoto Mink. [A]

13. Which choice sets up the clearest contrast with the sentence's later description of the sea turtles' swimming?

- A. NO CHANGE
- B. sluggish and cumbersome
- C. mysterious and reclusive
- D. sleek and colorful

14. F. NO CHANGE

- G. I followed
- H. were I to follow
- J. if I follow

15. Given that all the choices are true, which one most effectively completes the sentence and the essay by maintaining the focus on the turtle?

- A. NO CHANGE
- B. I dream of being a marine biologist who spends a lifetime making the ocean a better place.
- C. it swims farther into the ocean; when we both surface, my friends are distant figures on the sand.
- D. I am soon left behind, and I look forward to returning to the sunny Hawaiian Saturday.

16. The writer is considering deleting the underlined portion. Should the underlined portion be kept or deleted?

- F. Kept, because it puts Title IX into its appropriate historical context.
- G. Kept, because it explains the significance of the Civil Rights Act of 1964.
- H. Deleted, because it's a detail that's repeated at the conclusion of the essay.
- J. Deleted, because the legal jargon it uses is inappropriate for this essay.

17. Which choice most effectively emphasizes that Title IX was a compelling influence in forcing change?

- A. NO CHANGE
- B. impact of
- C. thought about
- D. meaning of

18. F. NO CHANGE

- G. areas that included
- H. areas, since including
- J. areas, including

[2]

19. After completing

duel bachelor's degrees in zoology
²⁰
 and chemistry at the University of Hawaii
 in 1948, Mink applied to twenty medical

schools. At the time, none of the schools that

she applied accepted women. A disappointedly

Mink vowed to spend her life opposing discrimination
 by using the legal system. [B] She enrolled in law
 school at the University of Chicago and received
 her degree in 1951. [C]

[3]

[1] After graduation, Mink and her husband
 moved to Honolulu, where she started her own law firm.

[2] Increasingly interested in politics, Mink ran for federal
 office. [3] Mink used her position in Congress to fight
 for the rights of immigrants, ethnic minorities, women,
 and children. [4] In 1965, she became the first
 Asian American woman to be elected to the U.S.

Congress when she won the first of six consecutive
²³
 elections. [5] For example, in addition to Title IX,

Mink introduced: the Early Childhood Education Act
²⁴
 and supported the Women's Educational Equity Act.

19. Which of the following true statements, if added here,
 would most effectively introduce this paragraph?

- A. Mink was elected student body president her junior year in high school.
- B. Mink began dating her future husband in college.
- C. Mink knew about sex discrimination firsthand.
- D. Mink made an unsuccessful run for the U.S. Senate in 1976.

20. F. NO CHANGE

- G. twice
- H. second
- J. dual

21. A. NO CHANGE

- B. to which
- C. while
- D. DELETE the underlined portion.

22. F. NO CHANGE

- G. To disappointment,
- H. A disappointed
- J. Disappointing,

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

- A. Congress, she won
- B. Congress after winning
- C. Congress, winning
- D. Congress as a result of winning

24. F. NO CHANGE

- G. introduced
- H. introduced,
- J. introduced—