

READING



# Sample Test Questions

*A Guide for Students and Parents*

**ACT**<sup>®</sup> Compass<sup>™</sup>

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## Note to Students

Welcome to the ACT Compass® Sample Reading Test!

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Once you are ready to take the actual ACT Compass test, you need to know that the test is computer delivered and *untimed*—that is, you may work at your own pace. After you complete the test, you can get a score report to help you make good choices when you register for college classes.

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## **ACT Compass Reading Placement Test**

The reading comprehension items are of two general categories: referring and reasoning. Within each of these two general categories are several content categories that further specify the skills and knowledge assessed by each item. Referring items pose questions about material explicitly stated in a passage. Reasoning items assess proficiency at making appropriate inferences, developing a critical understanding of the text, and determining the specific meanings of difficult, unfamiliar, or ambiguous words based on the surrounding context.

Samples of items in the primary content categories of the ACT Compass Reading Placement Test are provided on the following pages.

## Sample Passage I

### What Methods Do Andean Farmers Use?

Public debate around climate change and its effects on agriculture tends to focus on the large-scale industrial farms of the North. Farmers who work on a small scale and use traditional methods have largely been ignored. However, as the world slowly comes to terms with the threat of climate change, Native farming traditions will warrant greater attention.

In the industrial model of agriculture, one or two crop varieties are grown over vast areas. Instead of trying to use local resources of soil and water optimally and sustainably, the natural environment is all but ignored and uniform growing conditions are fabricated through large-scale irrigation and the intensive use of artificial fertilizers and pesticides. For example, a handful of basically similar potato varieties, all of which require nearly identical soil conditions, temperature, rainfall, and growing seasons, account for almost all global production. When these global crops are no longer suited to the environment in which they are grown, when their resistance to disease and pests begins to fail, or the climate itself changes, the best way to rejuvenate the breeding stock will be to introduce new genetic material from the vast diversity of crop varieties still maintained by indigenous peoples.

In contrast to the industrial model, Andean potatoes and other Andean crops such as squash and beans grown by Quechuan farmers exhibit extraordinary genetic diversity, driven by the need to adapt crops to the extraordinary climatic diversity of the region. Along the two axes of latitude and altitude, the Andes encompasses fully two-thirds of all possible combinations of climate and geography found on Earth. The Andean potato has been adapted to every environment except the depth of the rainforest or the frozen peaks of the mountains. Today, facing the likelihood of major disruptions to the climatic conditions for agriculture worldwide, indigenous farmers provide a dramatic example of crop adaptation in an increasingly extreme environment. More importantly, Native farmers have also safeguarded the crop diversity essential for the future adaptations.

Adapted from Craig Benjamin, “The Machu Picchu Model: Climate Change and Agricultural Diversity.”  
© 1999 by Craig Benjamin.

1. What is the main idea of the first paragraph?
  - A. Attention to Native farming practices will lead to greater awareness of the threat of climate change.
  - B. Popularity of small-scale farming in the North will lead to greater attention to Native farming practices.
  - C. Global demand for food will lead to increasing efficiency of large-scale farming in the North.
  - D. It will be worthwhile to include a greater focus on Native farming practices in public discussions concerning the threat of climate change.
  - E. Despite potential climate change, public debate will have little effect on industrial farming practices.
  
2. In the second paragraph, the information about potato-growing practices in the industrial model of agriculture serves to:
  - A. give an example of a potential problem that Native farming practices could help to alleviate.
  - B. show the likely global consequences of a possible food shortage caused by industrial farming practices.
  - C. show how pests and disease are less effectively resisted by crops grown in the industrial farming model.
  - D. give an example of how public debate has had little effect on the agricultural practices of the North.
  - E. give an example of how Native farming practices and industrial farming practices derive from different climatic conditions.
  
3. The passage states that which of the following is true of the small number of potato varieties that account for most of the potatoes produced on Earth currently?
  - A. They are grown in the Andean region.
  - B. They all require very similar soil and climate conditions.
  - C. They are no longer suited to their environment.
  - D. They are based on genetic material from crops developed by indigenous peoples.
  - E. They make optimal use of available soil and water resources.
  
4. As it is used in the passage, the underlined word *fabricated* most nearly means:
  - A. woven.
  - B. falsely stated.
  - C. fully clothed.
  - D. manufactured.
  - E. unwrapped.

## Sample Passage 2

### Fortune Tellers

A young couple entered the restaurant in Andy’s view. They were holding hands. Andy sat back down in his chair. He felt sick. He turned and faced his father, who was eating *xôi*.

“What’s the matter, son?” asked his father. “I thought you were going to the birthday party.”

“It’s too late.”

“Are you sure?”

Andy nodded. He looked at the plate of *xôi*. He wanted to bury his face in it.

“Hi, Andy.” A voice came from behind.

Andy looked up. He recognized the beautiful face, and he refused to meet her eyes. “Hi, Jennifer,” muttered Andy, looking at the floor.

“You didn’t miss much, Andy. The party was dead. I was looking for you, hoping you could give me a ride home. Then I met Tim, and he was bored like me. And he said he’d take me home.... Andy, do you want to eat with us? I’ll introduce you to Tim.”

Andy said, “No, I’m eating *xôi* with my father.”

“Well, I’ll see you in school then, okay?”

“Yeah.” And Andy watched her socks move away from his view.

Andy grabbed a chunk of *xôi*. The rice and beans stuck to his fingernails. He placed the chunk in his mouth and pulled it away from his fingers with his teeth. There was a dry bitter taste. But nothing could be as bitter as he was, so he chewed some more. The bitterness faded as the *xôi* became softer in his mouth, but it was still tasteless. He could hear the young couple talk and giggle. Their words and laughter and the sounds of his own chewing mixed into a sticky mess. The words were bitter and the laughter was tasteless, and once he began to understand this, he tasted the sweetness of *xôi*. Andy enjoyed swallowing the sticky mess down. Andy swallowed everything down—sweetness and bitterness and nothingness and what he thought was love.

Adapted from Nguyen Duc Minh, “Fortune Tellers.” in the collection *American Eyes*. ©1994 by H. Holt

1. Who is telling this story?
  - A. Jennifer
  - B. Andy
  - C. Tim
  - D. Andy's father
  - E. An unnamed narrator
  
2. What is the most reasonable conclusion to make from the statement in the first paragraph, "He felt sick."?
  - A. Eating *xoi* with his father gave Andy a stomachache.
  - B. Andy was upset when he saw Jennifer holding hands with Tim.
  - C. Andy was unhappy about the restaurant his father had selected.
  - D. Andy was upset with Jennifer for making him miss the party.
  - E. Andy mistakenly thought that Tim was his best friend.
  
3. According to the passage, Tim would most likely describe the party as:
  - A. mysterious.
  - B. lively.
  - C. dull.
  - D. upsetting.
  - E. remarkable.
  
4. Based on the last paragraph, it can be most reasonably inferred that Andy's increasing enjoyment of eating *xoi* was related to:
  - A. hearing Tim and Jennifer laughing and talking.
  - B. the fact that it stuck to his fingernails.
  - C. sitting at a table with Tim and Jennifer while he ate.
  - D. the fact that his father made the *xoi*.
  - E. seeing Tim and Jennifer eating *xoi*.
  
5. This passage is mainly about the relationship between:
  - A. Andy and his father.
  - B. Andy and Tim.
  - C. Andy's father and Tim.
  - D. Jennifer and Tim.
  - E. Jennifer and Andy.

**Sample Passage 3**

**In the 1930s, why did author Zora Neale Hurston choose Eatonville, Florida, to be the first source for her collection of folklore?**

I was glad when somebody told me, “You may go and collect Negro folklore.” In a way, it would not be a new experience for me. When I pitched headforemost into the world I landed in the crib of Negroism. It was fitting me like a tight chemise. I couldn’t see it for wearing it. It was only when I was off in college, away from my native surroundings, that I could stand off and look at my garment. Then I had to have the spy-glass of anthropology to look through.

I was asked where I wanted to work and I said, “Florida. It’s a place that draws people—Negroes from every Southern state and some from the North and West.” So I knew that it was possible for me to get a cross section of the Negro South in one state. And then I realized that I felt new myself, so it looked sensible for me to choose familiar ground.

I started in Eatonville, Florida, because I knew that the town was full of material and that I could get it without causing any hurt or harm. As early as I could remember, it was the habit of the men particularly to gather on the store porch in the evenings and swap stories. Even the women would stop and break a breath with them at times. As a child when I was sent down to the store, I’d drag out my leaving to hear more.

Folklore is not as easy to collect as it sounds. The ideal source is where there are the fewest outside influences, but these people are reluctant at times to reveal that which the soul lives by. I knew that even *I* would have some hindrance among strangers. But here in Eatonville I knew everybody was going to help me.

Adapted from Zora Neale Hurston, *Mules and Men*. ©1935 by J.B. Lippincott Company.



1. Which of the following does the author use as a metaphor for the culture in which she was born?
  - A. College
  - B. Garment
  - C. Southern state
  - D. Spy-glass
  - E. Story
  
2. Based on the first paragraph, it is most reasonable to conclude that while in college the author:
  - A. decided to become a professor of anthropology.
  - B. decided that she did not want to live permanently in Eatonville, Florida.
  - C. felt that her teachers prevented her from studying what she wanted.
  - D. became disenchanted with anthropology.
  - E. understood her own culture in new and different ways.
  
3. As it is used in the passage, the highlighted word *material* most nearly means:
  - A. diversity.
  - B. fabric.
  - C. information.
  - D. money.
  - E. energy.
  
4. In the second paragraph, the author indicates that one reason she chose to work in Florida was that she wanted to collect folklore:
  - A. from people of different geographical backgrounds.
  - B. where her teachers suggested she do so.
  - C. from a place she had never visited.
  - D. in a state far from where she grew up.
  - E. in a state with a large urban population.
  
5. In the first paragraph, the author's claim, "In a way, it would not be a new experience for me," refers to the fact that:
  - A. she had already attended college in Florida.
  - B. she had already collected folklore in Florida for a college course.
  - C. she had already experienced new cultures by leaving home.
  - D. she was already familiar with the folklore she was to collect.
  - E. she had already received permission to conduct the study.

6. Based on information in the third paragraph, which of the following statements about the interactions on the porch can be most reasonably inferred?
- A. The adults encouraged the author (as a child) to stay and tell stories.
  - B. Men were more frequent participants than were women.
  - C. Most of the storytellers had not grown up in Eatonville.
  - D. The author's parents sent her to the porch to hear the stories.
  - E. One man in particular told most of the stories.
7. In the last paragraph, the author writes that folklore collecting:
- A. is less difficult than it appears.
  - B. is easiest to accomplish in isolated places because people there freely reveal their innermost thoughts.
  - C. can be difficult in isolated places, even though the people there are the best sources.
  - D. is more difficult than publishing what has been collected.
  - E. is the best way to reveal what is important to people.
8. Which of the following is NOT among the reasons the author gives for her decision to collect folklore in Eatonville?
- A. The people of Eatonville would be grateful that she published their stories.
  - B. The people of Eatonville would have many stories for her collection.
  - C. Eatonville and its people are familiar to her.
  - D. She believes that she can collect stories without doing harm.
  - E. She believes that the people of Eatonville will help her in her project.

## Correct Answers for Sample Reading Questions

### Sample Passage 1

#### Andean Farming

#### Natural Science

Question #	Correct Answer	Content Category
1	D	Recognizing the main idea of a paragraph
2	A	Showing how details are related to the main idea
3	B	Recognizing significant details
4	D	Vocabulary

### Sample Passage 2

#### Fortune Tellers

#### Fiction

Question #	Correct Answer	Content Category
1	E	Recognizing several points of view
2	B	Drawing conclusions from facts given
3	C	Recognizing significant details
4	A	Inferring cause-effect relationships
5	E	Inferring the main idea of a passage with more than one paragraph

### Sample Passage 3

#### Zora Hurston

#### Humanities

Question #	Correct Answer	Content Category
1	B	Recognizing significant details
2	E	Drawing conclusions from facts given
3	C	Vocabulary
4	A	Drawing conclusions from facts given
5	D	Drawing conclusions from facts given
6	B	Drawing conclusions from facts given
7	C	Recognizing significant details
8	A	Recognizing significant details

WRITING SKILLS



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## **ACT Compass Writing Skills Sample Test Questions**

The Writing Skills Placement Test presents one or more passages, each containing several errors. When an error is detected in a passage, clicking on that section of the passage brings up several alternative segments of text from which a more appropriate segment can be selected and inserted automatically into the text. Items in the Writing Skills Placement Test assess basic knowledge and skills in usage and mechanics (e.g., punctuation, basic grammar and usage, and sentence structure) as well as more rhetorical skills such as writing strategy, organization, and style. Samples of items from these knowledge and skill areas are provided in the following pages.

Note that in the sample passages that follow, each section is numbered. In the computerized ACT Compass Writing Skills Placement Test, sections are not numbered; instead, errors are identified by moving the cursor to the section of text in which an error is identified and then clicking the left mouse button to make the alternative text options appear. Also note that for each set of answer options, option A is always identical to the text as it appears in the passage. As such, option A represents “no change.”

## Sample Passage #1

### Grameen Bank

Bangladesh's economy is based primarily on small-scale enterprises  
1  
ran by self-employed men and women. These small-business owners, who make a  
2 3  
living as shopkeepers or providers of services, face a problem common to proprietors  
3 4  
everywhere: lack of access to credit, particularly among the early start-up phase of an  
4 5  
enterprise. Credit, which allows people to obtain the resources and equipment he needs  
6  
to make his business productive, is often, frequently unavailable to those who possess  
7  
little collateral. Thus, many people which would benefit from credit are denied access  
8 9 10  
to it.

The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who was a  
11  
fine soccer player in his youth, provides the only unique alternative via loans to  
12  
prospective business owners, whether they are given only to those who fall below a  
13  
certain level of assets. Instead of putting up collateral, Grameen customers are  
13 14  
accountable with one another, congregating in small groups that meet as a week.  
14 15 16





**Item 3.**

- A. These small-business owners, who make a living as shopkeepers or providers of services,
- B. These small-business owners, who make a living, as shopkeepers or providers of services
- C. These small-business owners, who make a living as shopkeepers, or providers of services
- D. These small-business owners who make a living as shopkeepers or providers of services,
- E. These small-business owners; who make a living as shopkeepers or providers of services,

**Item 4.**

- A. face a problem common to proprietors everywhere: lack of access to credit,
- B. face a problem common to proprietors everywhere: lack of access credit,
- C. face a problem common to proprietors everywhere: lack of access from credit,
- D. face a problem common to proprietors everywhere: lack of access in credit,
- E. face a problem common to proprietors everywhere: lack of access for credit,

**Item 5.**

- A. particularly among the early start-up phase of an enterprise.
- B. particularly between the early start-up phase of an enterprise.
- C. particularly below the early start-up phase of an enterprise.
- D. particularly during the early start-up phase of an enterprise.
- E. particularly now the early start-up phase of an enterprise.

**Item 6.**

- A. Credit, which allows people to obtain the resources and equipment he needs to make his business productive,
- B. Credit, which allows people to obtain the resources and equipment they need to make their businesses productive,
- C. Credit, which allows people to obtain the resources and equipment we need to make our business productive,
- D. Credit, which allows people to obtain the resources and equipment one needs to make our business productive,
- E. Credit, which allows people to obtain the resources and equipment you need to make one's business productive,

**Item 7.**

- A. is often, frequently unavailable to those who possess little collateral.
- B. is often unavailable many times to those who possess little collateral.
- C. is often unavailable to those who possess little collateral.
- D. is often unavailable frequently to those who possess little collateral.
- E. is often unavailable, all the time, to those who possess little collateral.

**Item 8.**

- A. Thus, many
- B. Although, many
- C. Nevertheless, many
- D. Since, many
- E. Anyway, many

**Item 9.**

- A. people which would benefit from credit
- B. people whom would benefit from credit
- C. people whose would benefit from credit
- D. people who's would benefit from credit
- E. people who would benefit from credit

**Item 10.**

- A. are denied access to it.
- B. are denying access to it.
- C. deny access to it.
- D. denied access to it.
- E. there is access denied to it.



**Item 14.**

- A. Instead of putting up collateral, Grameen customers are accountable with one another,
- B. Instead of putting up collateral, Grameen customers are accountable in one another,
- C. Instead of putting up collateral, Grameen customers are accountable one another,
- D. Instead of putting up collateral, Grameen customers are accountable at one another,
- E. Instead of putting up collateral, Grameen customers are accountable to one another,

**Item 15.**

- A. congregating in
- B. and congregation in
- C. congregate in
- D. so congregating in
- E. congregating between

**Item 16.**

- A. small groups that meet as a week.
- B. small groups that meet every weekly.
- C. small weekly groups that meet.
- D. small groups that meet weekly.
- E. small groups weekly each meet.

**Item 17.**

- A. If one member will fail to repay a loan, the entire group is unable to obtain credit
- B. If one member fails to repay a loan, the entire group is unable to obtain credit
- C. If one member do fail to repay a loan, the entire group is unable to obtain credit
- D. If one member is fail to repay a loan, the entire group is unable to obtain credit
- E. If one member failing to repay a loan, the entire group is unable to obtain credit

**Item 18.**

- A. in the future thus, group members have a strong incentive to succeed and support
- B. in the future and thus, group members have a strong incentive to succeed and support
- C. in the future, thus, group members have a strong incentive to succeed and support
- D. in the future, and, thus, group members have a strong incentive to succeed and support
- E. in the future; thus, group members have a strong incentive to succeed and support

**Item 19.**

- A. others in the group. In the last twenty years, the Grameen Bank has lent two billion dollars,
- B. others in the group. In the last twenty years, the Grameen Bank has lended two billion dollars,
- C. others in the group. In the last twenty years, the Grameen Bank lend two billion dollars,
- D. others in the group. In the last twenty years, the Grameen Bank did lent two billion dollars,
- E. others in the group. In the last twenty years, the Grameen Bank lends two billion dollars,

**Item 20.**

- A. and his customers have repaid 97 percent of their loans.
- B. and their customers have repaid 97 percent of their loans.
- C. and its customers have repaid 97 percent of their loans.
- D. and itself's customers have repaid 97 percent of their loans.
- E. and our customers have repaid 97 percent of their loans.

**Item 21.**

- A. Such results have led to the creation of similar programs.
- B. Such results: have led to the creation of similar programs.
- C. Such results have led, to the creation of similar programs.
- D. Such results, have led to the creation of similar programs.
- E. Such results; have led to the creation of similar programs.

**Item 22.**

Suppose the writer wants to show that lending programs similar to the one administered by the Grameen Bank have been widely accepted. Which of the following phrases, if added to the last sentence of the essay, would best achieve that goal?

- A. to make credit available
- B. over the years
- C. around the world
- D. to encourage development
- E. with some variations

**Item 23.**

Suppose the writer had been asked to write an essay explaining the influence of the credit system developed by Muhammad Yunis on the economy of the United States. Does this article fulfill that assignment?

- A. Yes, because the article explains the work of Yunis and his success since 1976.
- B. Yes, because the article says that there are similar credit programs in the United States.
- C. Yes, because the economic influence of the Grameen Bank is felt throughout the world.
- D. No, because the article says that similar credit systems have been established but does not specifically mention the United States.
- E. No, because the article is concerned with the reputation of Yunis as an economist, rather than the credit system he developed.

**Item 24.**

Which of the following sentences, if added at the end of the first paragraph, would best make the point that there was a need for the Grameen Bank?

- A. This led to a stagnant economy in Bangladesh.
- B. Other people, however, are able to overcome a lack of credit.
- C. Collateral, therefore, is essential for a healthy economy.
- D. Of course, there are some start-up businesses that do not need loans at all.
- E. The banks, however, are able to lend their money in other countries.

## Sample Passage #2

### Léopold Sédar Senghor

Léopold Sédar Senghor, the Senegalese poet and statesman, leading a life of mythic  
1

proportions. Born in a small West African village in 1906, Senghor had directed a  
1 2 3

movement against French colonial rule that brought Senegal independence in 1959.  
3 4

Senghor served as Senegal's first elected president from 1960 to 1980. Because of  
5 6

Senghor's political influence, therefore, Senegal is today one of Africa's most stable and  
6 7

affluent nations.  
7

After World War II, Senghor has entered politics and held a number of elected  
8 9

positions in France and Senegal between 1946 and 1959. During this time, working  
9 10

ceaselessly in African independence movements, all the while it emphasizes the  
10 11

importance of African cultural identity. Senghor's efforts contributed to Charles de  
11 12

Gaulle's grant of national sovereignty to Senegal and other West African countries in  
12 13

1959.

One legend about Senghor claim that at the moment of his birth, a tree on the  
 [14] [15]  
ground fell and split, releasing a great spirit that entered the newborn's body.  
 [15] [16]  
Senghor himself did not believe this story, true or not. the tale, on the other hand, gives  
 [17] [18]  
an appropriately mythic dimension to the life of a man honored for his courageous  
 [19] [20]  
and progressively work for the freedom of African peoples.  
 [20]

**Item 1.**

- A. Léopold Sédar Senghor, the Senegalese poet and statesman, leading a life of mythic proportions.
- B. Léopold Sédar Senghor, the Senegalese poet and statesman, led a life of mythic proportions.
- C. Léopold Sédar Senghor, the Senegalese poet and statesman, having led a life of mythic proportions.
- D. Léopold Sédar Senghor, the Senegalese poet and statesman, while leading a life of mythic proportions.
- E. Léopold Sédar Senghor, the Senegalese poet and statesman, in order to lead a life of mythic proportions.

**Item 2.**

- A. Born in a small West African village in 1906,
- B. Born, in a small West African village in 1906,
- C. Born in a small, West African village in 1906,
- D. Born, in a small West African village, in 1906,
- E. Born in a small, West, African village in 1906,



**Item 3.**

- A. Senghor had directed a movement against French colonial
- B. Senghor directed a movement against French colonial
- C. Senghor directing a movement against French colonial
- D. Senghor to direct a movement against French colonial
- E. Senghor by directing a movement against French colonial

**Item 4.**

- A. rule that bringed Senegal independence in 1959.
- B. rule that had bringed Senegal independence in 1959.
- C. rule that did bringed Senegal independence in 1959.
- D. rule that would of brought Senegal independence in 1959.
- E. rule that brought Senegal independence in 1959.

**Item 5.**

- A. Senghor served as Senegal's first elected president from 1960 to 1980.
- B. Senghor served as, and was officially, Senegal's first elected president from 1960 to 1980.
- C. Senghor won the election and served as Senegal's first elected president from 1960 to 1980.
- D. Senghor was voted in and served as Senegal's first elected president from 1960 to 1980.
- E. Senghor campaigned and served as Senegal's first elected president from 1960 to 1980.

**Item 6.**

- A. Because of Senghor's political influence, therefore, Senegal
- B. Thus, because of Senghor's political influence, therefore, Senegal
- C. Consequently, due to Senghor's political influence, therefore, Senegal
- D. Because of Senghor's political influence, Senegal
- E. On account of Senghor's political influence, therefore, Senegal consequently

**Item 7.**

- A. is today one of Africa's most stable and affluent nations.
- B. is today one of Africa's most rock steady and rich nations.
- C. is today one of Africa's most stubborn and moneyed nations.
- D. is today one of Africa's most unflappable and loaded nations.
- E. is today one of Africa's most imperturbable and wealth-enhanced nations.

**Item 8.**

- A. After World War II, Senghor has entered politics
- B. After World War II, Senghor entered politics
- C. After World War II, Senghor having entered politics
- D. After World War II, Senghor was going to enter politics
- E. After World War II, Senghor had been going to enter politics

**Item 9.**

- A. and held a number of elected positions in France and Senegal between 1946 and 1959.
- B. and held a number of positions in France and Senegal between 1946 and 1959.
- C. and held some important jobs in France and Senegal between 1946 and 1959.
- D. and held a number of different positions in France and Senegal between 1946 and 1959.
- E. and held a number (two or three) of elected positions in France and Senegal between 1946 and 1959.

**Item 10.**

- A. During this time, working ceaselessly
- B. During this time, having worked ceaselessly
- C. During this time, he, working ceaselessly
- D. During this time, he worked ceaselessly
- E. During this time, to work ceaselessly

**Item 11.**

- A. in African independence movements, all the while it emphasizes the importance of African cultural identity.
- B. in African independence movements, all the while it emphatic of the importance of African cultural identity.
- C. in African independence movements, all the while had it emphasized the importance of African cultural identity.
- D. in African independence movements, all the while emphasis was placed on the importance of African cultural identity.
- E. in African independence movements, all the while emphasizing the importance of African cultural identity.

**Item 12.**

- A. Senghor's efforts contributed to Charles de Gaulle's
- B. Senghors efforts contributed to Charles de Gaulle's
- C. Senghors' efforts contributed to Charles de Gaulle's
- D. Senghors efforts' contributed to Charles de Gaulle's
- E. Senghors effort's contributed to Charles de Gaulle's

**Item 13.**

- A. grant of national sovereignty to Senegal and other West African countries in 1959.
- B. grant of national sovereignty, to Senegal and other West African countries in 1959.
- C. grant, of national sovereignty to Senegal and other West African countries in 1959.
- D. grant of, national sovereignty to Senegal and other West African countries, in 1959.
- E. grant of national sovereignty, to Senegal and other West African countries, in 1959.

**Item 14.**

- A. One legend about Senghor claim
- B. One legend about Senghor have claimed
- C. One legend about Senghor had claims
- D. One legend about Senghor has claims
- E. One legend about Senghor claims

**Item 15.**

- A. that at the moment of his birth, a tree on the ground fell and split,
- B. that at the moment of his birth, a tree on the ground split and fell,
- C. that at the moment of his birth, a tree split and fell to the ground,
- D. that at the moment of his birth, the falling ground split a tree,
- E. that a tree at the moment of his birth split the earth and fell to the ground,

**Item 16.**

- A. releasing a great spirit that entered the newborn's body.
- B. releasing a great spirit that plundered the newborn's body.
- C. releasing a great spirit that violated the newborn's body.
- D. releasing a great spirit that charmed the newborn's body.
- E. releasing a great spirit that invaded the newborn's body.

**Item 17.**

- A. Senghor himself did not believe this story, true or not,
- B. Senghor himself did not believe this story. True or not,
- C. Senghor himself did not believe this story, true, or not,
- D. Senghor himself did not believe this story true, or not,
- E. Senghor himself did not believe this story true or not,

**Item 18.**

- A. the tale, on the other hand, gives an appropriately
- B. the tale, consequently, gives an appropriately
- C. the tale, nevertheless, gives an appropriately
- D. the tale, otherwise, gives an appropriately
- E. the tale objectively gives an appropriately

**Item 19.**

- A. mythic dimension to the life of a man honored
- B. mythic dimension to the life for a man honored
- C. mythic dimension to the life whom a man honored
- D. mythic dimension to the life by a man honored
- E. mythic dimension to the life with a man honored

**Item 20.**

- A. for his courageous and progressively work for the freedom of African peoples.
- B. for his courageous and progress work for the freedom of African peoples.
- C. for his courageous and progressed work for the freedom of African peoples.
- D. for his courageous and progression work for the freedom of African peoples.
- E. for his courageous and progressive work for the freedom of African peoples.

**Item 21.**

The writer wants to add a sentence that would introduce the second paragraph's discussion of Senghor's activities prior to becoming president of Senegal. Which of the following sentences would best achieve this effect?

- A. Educated in Dakar and Paris, Senghor began his career as a teacher in France.
- B. Senghor goes on to head Senegal's independent government for twenty years.
- C. Senghor was never a very superstitious man.
- D. Senghor's father was a prosperous merchant in the small village of Joal.
- E. Senghor was the first president of the independent Senegal.

**Item 22.**

If the writer were to eliminate the information in paragraph 3 that Senghor himself did not believe the story about the tree, the essay would primarily lose:

- A. a sense of Senghor's skeptical nature.
- B. insight into African politicians' beliefs.
- C. an illustration of one way a spirit can be released.
- D. a suggestion of the admiration Senghor inspired.
- E. the implication that all African myths involve nature.

### Sample Passage #3

#### Zebra Mussel

An increasing number of lakes and rivers in the northern United States invaded  
1 2  
are being by a species no larger than a fingernail.  
2 3

The zebra mussel probably steamed aboard a transatlantic ship sometime in the  
4  
mid-1980s from the Caspian Sea into U.S. waterways. Despite its growth was  
4 5  
explosive, partly because the species was preyed upon by very few native predators in  
5 6  
its new environment. As a consequence, the zebra mussels did find a plentiful food  
6 7 8  
supply. They eat huge amounts of phytoplankton, which tiny free-floating sea  
8 9  
organisms that dwell in water. Scientists are concerned when the mussels may  
9 10  
compete aggressively with other species that depend on the same food supply.  
11 12

Being invasive, the species concerns industry, public utilities, and boat owners.  
13  
Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface.  
14  
These colonies can clog your water intake pipes of electric and water treatment plants.  
15 16  
Fishery specialists are currently casting about and baiting their hooks to gun down  
16 17

control methods that will cause the least amount of damage to water supplies and other

18

aquatic species. Two of the alternatives exploring are interrupting the species

18

19

20

reproductive cycle and finding a bacterium harmful only to zebra mussels.

20

**Item 1.**

- A. An increasing number of lakes and rivers
- B. An increasingly number of lakes and rivers
- C. A number increasing of lakes and rivers
- D. A number increasingly of lakes and rivers
- E. An increasing of lakes and rivers

**Item 2.**

- A. in the northern United States invaded are being
- B. in the northern United States invaded have been
- C. in the northern United States are being invaded
- D. in the northern United States are been invaded
- E. in the northern United States being invaded are

**Item 3.**

- A. by a species no larger than a fingernail.
- B. by a species no larger than, a fingernail.
- C. by a species, no larger than a fingernail.
- D. by a species no larger, than a fingernail.
- E. by a species, no, larger than a fingernail.

**Item 4.**

- A. The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waterways.
- B. The zebra mussel probably steamed into U.S. waterways sometime in the mid-1980s aboard a transatlantic ship from the Caspian Sea.
- C. The zebra mussel probably steamed, sometime in the mid-1980s, aboard a transatlantic ship into U.S. waterways from the Caspian Sea.
- D. The zebra mussel probably steamed sometime from the Caspian Sea in the mid-1980s into U.S. waterways aboard a transatlantic ship.
- E. The zebra mussel probably steamed from the Caspian Sea aboard a transatlantic ship sometime in the mid-1980s into U.S. waterways.

**Item 5.**

- A. Despite its growth was explosive, partly because the species
- B. Growth of it, explosive, partly because the species
- C. It's growth was explosive and partly because the species
- D. Where its explosive growth was partly because the species
- E. Once here, its growth was explosive, partly because the species

**Item 6.**

- A. was preyed upon by very few native predators in its new environment.
- B. found very few predators in its new environment.
- C. found very few native predators and was seldom eaten in its new environment.
- D. was preyed on by very few native predator species in its new environment.
- E. was seldom eaten or preyed on by native predator species in its new environment.

**Item 7.**

- A. As a consequence, the zebra mussels did find
- B. Consequently, the zebra mussels could find
- C. In contrast, the zebra mussels could find
- D. In addition, the zebra mussels found
- E. For example, the zebra mussels found



**Item 8.**

- A. a plentiful food supply.
- B. an adequate supply of plentiful food.
- C. a sufficient supply of enough food.
- D. sufficient plenty of adequate food.
- E. plentiful food in adequate supply.

**Item 9.**

- A. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water.
- B. They eat huge amounts of phytoplankton, free-floating sea organisms that are water-dwelling and tiny.
- C. They eat huge amounts of phytoplankton, sea-dwelling organisms which free-floating in water.
- D. They eat huge amounts of phytoplankton, tiny sea organisms that free-float in water.
- E. They eat huge amounts of phytoplankton, tiny free-floating sea organisms.

**Item 10.**

- A. Scientists are concerned when the mussels
- B. Scientists are concerned that if the mussels
- C. Scientists are concerned wherein the mussels
- D. Scientists are concerned that the mussels
- E. Scientists are concerned as if the mussels

**Item 11.**

- A. may compete aggressively with other
- B. may compete aggressively with others'
- C. may compete aggressively with others
- D. may compete aggressively with another's
- E. may compete aggressively with one another's

**Item 12.**

- A. species that depend on the same food supply.
- B. species that depend on other food supply.
- C. species that depend on in common food supply.
- D. species that depend on simultaneous food supply.
- E. species that depend on equal food supply.

**Item 13.**

- A. Being invasive, the species concerns industry, public utilities, and boat owners.
- B. The invading species concerns industry, public utilities, and boat owners.
- C. The species, by its invading, concerns industry, public utilities, and boat owners.
- D. The species, by its invasion, is concerning industry, public utilities, and boat owners.
- E. The invasive species is being of concern to industry, public utilities, and boat owners.

**Item 14.**

- A. Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface.
- B. Zebra mussels cluster in huge colonies, which can anchor themselves to any hard surface.
- C. Zebra mussels cluster in huge colonies, which can anchor itself to any hard surface.
- D. Zebra mussels cluster in huge colonies, which can anchor them to any hard surface.
- E. Zebra mussels cluster in huge colonies, being anchored itself to any hard surface.

**Item 15.**

- A. These colonies can clog your water intake pipes
- B. These colonies can clog its water intake pipes
- C. These colonies can clog their water intake pipes
- D. These colonies can clog the water intake pipes
- E. These colonies can clog our water intake pipes

**Item 16.**

- A. of electric and water treatment plants. Fishery specialists
- B. of electric and water treatment plants fishery. Specialists
- C. of electric and water treatment plants, fishery specialists
- D. of electric and water treatment plants fishery, specialists
- E. of electric and water treatment plants fishery specialists

**Item 17.**

- A. are currently casting about and baiting their hooks to gun down
- B. are currently hatching plans for
- C. are currently searching for
- D. are currently trolling the depths of
- E. are currently skimming the surface of

**Item 18.**

- A. control methods that will cause the least amount of damage to water supplies and other aquatic species.
- B. control methods that will cause the least amount of damage, most of which is difficult to repair.
- C. control methods that will cause the least amount of damage to water supplies and other aquatic species (some of which are sources of food).
- D. control methods, which must be approved, that will cause the least amount of damage to water supplies and other aquatic species.
- E. control methods that will cause the least amount of damage (if they work) to water supplies and other aquatic species.

**Item 19.**

- A. Two of the alternatives exploring are
- B. Exploring, two alternatives are
- C. Two being explored are alternatives
- D. Two are explored alternatives, being
- E. Two alternatives being explored are

**Item 20.**

- A. interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.
- B. interrupting the specie's reproductive cycle and finding a bacterium harmful only to zebra mussels.
- C. interrupting the specie reproductive cycle and finding a bacterium harmful only to zebra mussels.
- D. interrupting the species' reproductive cycle and finding a bacterium harmful only to zebra mussels.
- E. interrupting the species's reproductive cycle and finding a bacterium harmful only to zebra mussels.

**Item 21.**

Suppose the writer wishes to add a sentence after paragraph 1 that will both serve as a transition to the rest of the essay and explain the importance of the information in the paragraphs that follow. Which of the following sentences most effectively fulfills that purpose?

- A. The zebra mussel will provide a difficult challenge for public utility managers.
- B. The zebra mussel is only the latest in a series of immigrant species to thrive in the U.S.
- C. No one knows how far south and west the zebra mussel is likely to spread, but scientists think they may be on the trail of important clues.
- D. Although small in size, the zebra mussel may become a huge problem for pleasure boat owners in North American waterways.
- E. Despite its size, however, the zebra mussel may have a dramatic effect on North American waterways.

**Item 22.**

If the writer wished to add at the end of the essay a paragraph expanding the discussion of these two alternatives, which of the following sentences would provide the most appropriate introduction?

- A. Many strains of bacteria populate the sea.
- B. The zebra mussel's method of reproduction is similar to that of the oyster.
- C. Ideally, these two methods could be used in combination to control the mussel.
- D. Some scientists hope there is a bacteria that can damage the reproductive cycle of the species.
- E. Fishery specialists are not working alone to resolve this problem; laboratories are involved.

## Correct Answers for Sample Passage #1 Questions

Item #	Key	Content Category
1	A	Punctuating Breaks in Thought
2	B	Observing Usage Conventions
3	A	Observing Usage Conventions
4	A	Avoiding Unnecessary Shifts in Construction
5	D	Editing and Revising Effectively
6	B	Establishing Logical Order
7	C	Editing and Revising Effectively
8	A	Establishing Logical Order
9	E	Indicating Possessives
10	A	Tense
11	C	Judging Relevancy
12	D	Redundancy
13	B	Relating Clauses
14	E	Observing Usage Conventions
15	A	Forming Verbs
16	D	Observing Usage Conventions
17	B	Forming Verbs
18	E	Punctuating Breaks in Thought
19	A	Tense
20	C	Using Pronouns
21	A	Avoiding Unnecessary Punctuation
22	C	Maintaining the Level of Style and Tone
23	D	Strategy – Audience
24	A	Making Decisions about Cohesion Devices

## Correct Answers for Sample Passage #2 Questions

Item #	Key	Content Category
1	B	Relating Clauses
2	A	Avoiding Unnecessary Punctuation
3	B	Relating Clauses
4	E	Forming Verbs
5	A	Editing and Revising Effectively
6	D	Editing and Revising Effectively
7	A	Choosing Words to Fit Meaning and Function
8	B	Avoiding Unnecessary Shifts in Construction
9	A	Judging Relevancy
10	D	Relating Clauses
11	E	Avoiding Unnecessary Shifts in Construction
12	A	Punctuating Relationships and Sequences
13	A	Avoiding Unnecessary Punctuation
14	E	Forming Verbs
15	C	Establishing Logical Order
16	A	Choosing Words to Fit Meaning and Function
17	B	Punctuating Breaks in Thought
18	C	Establishing Logical Order
19	A	Observing Usage Conventions
20	E	Assuring Grammatical Agreement
21	A	Making Decisions About Cohesion Devices
22	D	Adding or Revising Supporting Material

### Correct Answers for Sample Passage #3 Questions

<b>Item #</b>	<b>Key</b>	<b>Content Category</b>
1	A	Observing Usage Conventions
2	C	Forming Verbs
3	A	Avoiding Unnecessary Punctuation
4	B	Establishing Logical Order
5	E	Relating Clauses
6	B	Editing and Revising Effectively
7	D	Establishing Logical Order
8	A	Editing and Revising Effectively
9	E	Editing and Revising Effectively
10	D	Relating Clauses
11	A	Punctuating Relationships and Sequences
12	A	Observing Usage Conventions
13	B	Managing Sentence Elements Effectively
14	B	Assuring Grammatical Agreement
15	D	Using Pronouns
16	A	Punctuating Breaks in Thought
17	C	Choosing Words to Fit Meaning and Function
18	A	Judging Relevancy
19	E	Using Modifiers
20	D	Punctuating Relationships and Sequences
21	E	Adding or Revising Supporting Material
22	C	Adding or Revising Supporting Material