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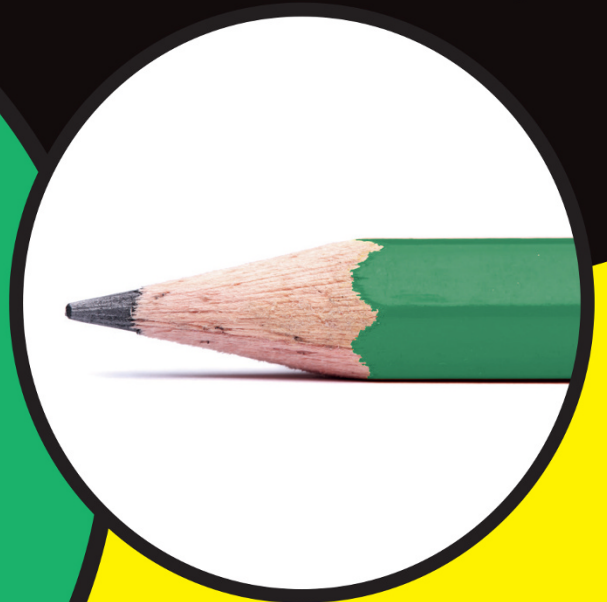
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by Lisa Zimmer Hatch, MA
and Scott A. Hatch, JD

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Introduction

Welcome to *1,001 ACT Practice Questions For Dummies*. Don't take the book title personally. We certainly aren't suggesting you're a dummy. In fact, we're celebrating your overwhelmingly sage foresight in purchasing this valuable text! Putting in the time and dedication to practice for the ACT is a very wise decision indeed.

Along with your GPA and the rigor of your high school curriculum, your ACT score is a very important factor in getting into college and getting money to pay for your education. Improving your score by just a couple of points can mean gaining thousands of dollars in scholarships and financial aid. With that in mind, don't waste any time. Get practicing already!

What You'll Find

One of the best ways to maximize your exam performance (and elevate the quality of your free time, of course) is to continually expose yourself to questions that mimic the ones you'll encounter on the ACT. The practice problems in this book are divided into five chapters that correspond to the five sections on the test: English, math, reading, science, and the optional writing. We've constructed the questions to closely resemble the actual test in both format and level of difficulty so you know what to expect when you plop yourself down in front of the proctor on test day.

If you miss a question or just make a good guess, be sure to examine the answer explanations for tips on how to master your approach next time. Heck! Check out the explanations for those questions you answer correctly. Often, we reveal not only how to answer the problem but how to answer it most efficiently.

Be proactive. This book contains hundreds of questions, so after you've taken a bunch of tests and evaluated your performance, review the questions you miss and form your own explanations for why the credited answer is better than yours. Then check our explanations for confirmation. Apply your discoveries to more practice problems.

You can benefit from this book all by itself, but it's even better when you pair it with the in-depth reviews and strategies available in latest edition of *ACT For Dummies* (Wiley). Either way, this book helps you solidify your approach and confidence in all subject areas.

How This Book Is Organized

The first half of this workbook contains the practice English, math, reading, science, and writing questions. You find the answers and explanations in the second half of the book.

When you open your test booklet on exam day, the first test you see is the English. Five scintillating passages await. Each presents around 15 questions for a total of 75 questions. To maintain the pace required by the ACT, plan to spend no more than 9 minutes answering the questions for one passage. The English questions may be classified in one of two main categories: grammar and usage and rhetorical skills (a fancy way of saying knowing what makes for good writing):

- » **Grammar and usage:** Included grammar concepts are punctuation, proper pronoun use, parts of speech, subject and verb agreement, verb tense, parallel structure, possessive forms, and the correct positioning of describing elements. The ACT tests your knowledge of hard and fast rules. “Controversial” grammar issues, such as whether you place a comma before the *and* at the end of the series, won’t be tested.
- » **Rhetorical skills:** In addition to grammar and usage, the ACT also determines what you know about the practices of good writing. Questions regarding rhetorical skills test your awareness of the need to eliminate redundant and irrelevant information, choose precise words and phrasings, include specific detail rather than general statements, make smooth transitions between ideas, and organize sentences and paragraphs logically.

The many math questions in the book represent the range of topics and difficulty in the 60 questions ACT math test. Formatted as word problems or straightforward expressions, these questions provide you with practice in the following subtopics:

- » **Pre-algebra and elementary algebra:** These questions are based on core arithmetic and algebra concepts, including number definitions, absolute values, decimals, fractions, ratios, proportions, operations, solving equations, variables, inequalities, factoring, and quadratic equations. You can also expect to see both basic and advanced statistics problems involving average, median, probability, combinations, and permutations.
- » **Plane geometry and trigonometry:** The ACT presents problems regarding the rules and formulas surrounding basic 2D and 3D shapes, such as angles, triangles, circles, squares, and regular solids. Also included are questions that test your knowledge of trigonometric ratios and identities.
- » **Intermediate algebra and coordinate geometry:** These questions test a variety of concepts: functions, linear equations, graphing functions and shapes on the coordinate plane, vectors, unit circle, periodic functions, logarithms, imaginary numbers, and other advanced topics covered in algebra II and pre-calculus classes.

The ACT tests your reading ability through a set of four passages: fiction, social science, humanities, and natural science. Each passage contains 10 questions that should be answered in less than 9 minutes. One of the passages in each section is actually a set of two passages on a similar topic; a few questions require to you to compare the ideas in both.

The passages in the science section primarily test your ability to carefully examine and apply data conveyed in tables and graphs and evaluate experimental procedure and the reasons for a study’s set up. The ACT presents you with six science passages per test and allows you roughly six minutes per passage. Although almost all you need to know comes straight from the passages, a few questions require you to rely on basic vocabulary and concepts you picked up in middle school science and freshman biology.

The ACT gives you the option of writing a 40-minute essay. “If it’s optional, why do it?” you ask? Many colleges require the essay part, so if you’re applying to one of those colleges, taking the writing test is *not* optional. For your writing pleasure, the ACT describes a current issue, gives you three perspectives on the issue, and asks you to create a persuasive essay that advances your position. Included in our answer explanations for the writing questions in this book are sample essays of varying proficiency to show you examples of how your response may be scored. Your writing test score ranges between 2 and 12 and is never averaged into your composite score.

Beyond the Book

Your purchase of this book gives you so much more than a thousand (and one) problems to work on to improve your ACT performance. It also comes with a free, one-year subscription to hundreds of practice questions online. Not only can you access this digital content anytime you want, on whichever device is available to you, but you can also track your progress and view personalized reports that show you which concepts you need to study the most.

What you’ll find online

The online practice that comes free with this book offers you the same questions and answers that are available here. Of course, the real beauty of the online problems is your ability to customize your practice. In other words, you get to choose the types of problems and the number of problems you want to tackle. The online program tracks how many questions you answer correctly versus incorrectly so you can get an immediate sense of which topics need more of your attention.

This product also comes with an online Cheat Sheet that helps you increase your odds of performing well on the ACT. To get the Cheat Sheet, go to www.dummies.com and type 1,001 ACT Practice Questions For Dummies cheat sheet in the search box. (No access code required. You can benefit from this info before you even register.)

How to register

To gain access to practice online, all you have to do is register. Just follow these simple steps:

1. **Register your book or ebook at Dummies.com to get your PIN. Go to www.dummies.com/go/getaccess.**
2. **Select your product from the dropdown list on that page.**
3. **Follow the prompts to validate your product, and then check your email for a confirmation message that includes your PIN and instructions for logging in.**

If you do not receive this email within two hours, please check your spam folder before contacting us through our Technical Support website at <http://support.wiley.com> or by phone at 877-762-2974.

Now you're ready to go! You can come back to the practice material as often as you want — simply log on with the username and password you created during your initial login. No need to enter the access code a second time.

Your registration is good for one year from the day you activate your PIN.

Where to Go for Additional Help

The solutions to the practice problems in this book are meant to walk you through how to get the right answers; they're not meant to teach the material. If certain concepts are unfamiliar to you, you can find help at www.dummies.com. Just type "ACT" into the search box to turn up a wealth of ACT-related information.

If you need more detailed instruction, check out *ACT For Dummies*, 6th Edition, written by none other than the humble authors of this practice text.

1

The Questions

IN THIS PART . . .

Work through grammar and writing questions.

Practice basic math, algebra, geometry, algebra II, pre-calculus, and statistics problems.

Read passages and answer reading comprehension questions.

Tackle science questions related to biology, chemistry, and physics.

Answer practice essay questions.

Chapter 1

The English Test

Brush off your grammar rules and scrutinize your writing skills. About an equal number of the 75 English test questions test your knowledge of both. The ACT presents five passages with about 15 questions each for you to examine within a total limit of 45 minutes. The passages cover a range of topics and tones to allow you to evaluate all kinds of writing forms.

The Problems You'll Work On

When working through the questions in this chapter, be prepared to do the following:

- » Pick apart underlined portions to determine whether they're presented properly or need a change.
- » Decide when you need to insert a comma, semicolon, colon, or dash — and when you don't.
- » Choose the right words for the context and clarity of the sentence.
- » Organize words, sentences, and paragraphs in the most logical manner.
- » Determine the purpose and relevance of ideas in an essay.
- » Discover the relationship between ideas to create the most accurate transitions.

What to Watch Out For

Trap answers include the following:

- » Phrasings that seem correct until you read them within the context of the entire sentence
- » Misused alternatives to proper phrasing, such as improperly using *effect* instead of *affect* or *it's* instead of *its*
- » Options that entice you by duplicating language in the question instead of providing the specifically requested construction

Public Relations for Nonprofits

Questions 1–15 are based on the following information.

(adapted from *The Public Relations Handbook for Nonprofits*, by Art Feinglass, Wiley, 2005)

A obvious, (1) goal of public relations campaigns are (2) to stand out from the crowd. And when it comes to nonprofits, there is always a crowd.

People in the nonprofit world (3) often don't like to think of themselves (4) as being in competition in the way that businesses are. But the competition is there just the same, and ferocious (5).

No matter what your organization's (6) field of activity — health care, community service, education, the arts, environmental protection, promotion of cultural activities, historical preservation, or any other worthwhile cause (7) — you are, in affect, in competition (8) with all the other organizations that specialize in the same area. And not only are you competing with your sister's organizations, (9) you are also in de facto competition with organizations that operate in other areas. Despite the focus of your efforts, the odds are that you and your competitors are reaching out to many of the same people.

The reality is that people usually don't support just one organization. (10) More typically, they support concerns ranging from the local to the global. It is not unusual for one person to support his local library and homeless shelter and symphony orchestra (11) while being involved with organizations that protect whales in the Pacific, support medical research in the Amazon, or providing care for orphans in Africa. (12) And then there is your organization who is trying (13) desperately to be heard above the clamor. That one individual may receive letters, appeals, and newsletters from literally dozens of organizations, all asking for backing and support (14). Therefore, one obvious job that your public relations efforts should accomplish is to help your organization stand out from the

background noise by making a personal connection. In more hard-nosed terms; public relations (15) can be a tool to help you beat the competition.

1.
 - (A) NO CHANGE
 - (B) One obvious
 - (C) A obvious
 - (D) One, obvious
2.
 - (A) NO CHANGE
 - (B) campaign are
 - (C) campaigns is
 - (D) campaign is
3.
 - (A) NO CHANGE
 - (B) Those people in the nonprofit world
 - (C) A person in the nonprofit world
 - (D) In the nonprofit world there are people
4.
 - (A) NO CHANGE
 - (B) themselves
 - (C) himself
 - (D) herself
5.
 - (A) NO CHANGE
 - (B) and its ferocious
 - (C) and it can be ferocious
 - (D) the competition is ferocious
6.
 - (A) NO CHANGE
 - (B) organizations
 - (C) organizations'
 - (D) organization is

7. The best placement in the sentence for the underlined portion would be:
- (A) where it is now
 - (B) after *field*
 - (C) after *No matter what*
 - (D) after *organizations*
- 8.
- (A) NO CHANGE
 - (B) are, in effect, in competition
 - (C) are in affect in competition
 - (D) are in effect, in competition
- 9.
- (A) NO CHANGE
 - (B) sisters' organizations,
 - (C) sister's organization's
 - (D) sister organizations,
10. If the writer were to delete the preceding sentence, the passage would primarily lose:
- (A) an insignificant detail.
 - (B) a point that contradicts statements made earlier in the passage.
 - (C) a necessary transition between the third and fourth paragraphs.
 - (D) a concise summary of the author's knowledge of nonprofits.
- 11.
- (A) NO CHANGE
 - (B) library, homeless shelter, and symphony orchestra
 - (C) library, homeless shelter, and, symphony orchestra
 - (D) library and homeless shelter, symphony orchestra

- 12.
- (A) NO CHANGE
 - (B) organizations that protect whales in the Pacific or support medical research in the Amazon; caring for orphans in Africa.
 - (C) organizations that protect whales, in the Pacific, supporting medical research in the Amazon or caring for orphans in Africa.
 - (D) organizations that protect whales in the Pacific, support medical research in the Amazon, or care for orphans in Africa.
- 13.
- (A) NO CHANGE
 - (B) organization, trying
 - (C) organization who are
 - (D) organization trying though it may
- 14.
- (A) NO CHANGE
 - (B) support
 - (C) backing up and support
 - (D) support to back them up
- 15.
- (A) NO CHANGE
 - (B) hard-nosed terms: public relations
 - (C) hard-nosed terms public relations,
 - (D) hard-nosed terms, public relations

West African Dances

Questions 16–30 are based on the following information.

[1] Rather than through the media and peers, [2] in West Africa, [3] social patterns and values as well as the tools needed to help people work, mature, and praise members of the community [4] are taught through dances. (16) The power of dance provides for the sense (17) of belonging and solidarity that brings people together no matter there

(18) age or the status they hold in the community. In the West African county of Guinea, there are many rhythms each (19) comes from different parts of it's (20) eight regions. A few of these Guinean rhythms include Kuku; Yole; Sonsorne; and Sinte. (21) (22)

Kuku comes from the forest part of Beyla. Located (23) in the region of Nzerekore, and is performed by the Koninke, Manian, and Maokaethnic groups. It is mostly common (24) played at festivals, including the full moon celebration, and is one of the most popular West African rhythms. It is a celebration dance known as a womens (25) dance and is performed in a circle. The rhythm, traditionally played with sticks on Krins which are hollowed wood logs, (26) was originally played when the women would come back from fishing. The women used a variety of tools to make their fishing trips more efficient. (27) The dance of the Kuku embodies the people who perform it. The rhythm of Yole comes from Sierra Leone near the Guinean border, from the Temne people. (28) The Yole is the traditional mask dance and is danced by young and old at nearly all (29) festive occasions.

- 16.** Given proper capitalization of the first word and the appropriate punctuation, which of the following arrangements of the designated parts of the sentence makes this sentence most logical?

(A) NO CHANGE
(B) 2, 3, 4, 1
(C) 2, 4, 1, 3
(D) 1, 4, 2, 3

17.

(A) NO CHANGE
(B) provides that the sense
(C) provides a sense
(D) provide the sense

18.

(A) NO CHANGE
(B) they're
(C) they are
(D) their

19.

(A) NO CHANGE
(B) rhythms. Each
(C) rhythms, each
(D) rhythms and each

20.

(A) NO CHANGE
(B) its
(C) it is
(D) it has

21.

(A) NO CHANGE
(B) Kuku and Yole, Sonsorne and Sinte.
(C) Kuku, Yole, Sonsorne, and Sinte.
(D) Kuku, Yole, Sonsorne, Sinte.

22.

Assuming that all are true, which of the following additions to the preceding sentence (replacing *Sinte*) would be most relevant?

(A) Sinte, and each one has a distinctive beat.
(B) Sinte, words that sound unfamiliar to people in North America.
(C) Sinte, beats that originate in different regions of West Africa.
(D) Sinte. I like some of these rhythms better than others.

23.

(A) NO CHANGE
(B) Beyla, located
(C) Beyla; located
(D) Beyla, and located

24.

(A) NO CHANGE
(B) mostly commonly
(C) most common
(D) most commonly

25.

- (A) NO CHANGE
- (B) women
- (C) women's
- (D) womans'

26.

- (A) NO CHANGE
- (B) Krins, that have been hollowed logs,
- (C) Krins that have been created from hollowing out wooden logs,
- (D) hollowed logs called Krins,

27. The author is considering removing the preceding sentence from the essay. Should the author make this deletion?

- (A) No, because the sentence contains information about fishing traditions that relate directly to understanding how Kuku is performed.
- (B) No, because without the inclusion of the sentence, the reader would not know that the women use tools to fish.
- (C) Yes, because the sentence does not provide information that is relevant to understanding how Kuku is performed.
- (D) Yes, because the sentence provides details that contradict information that the author presents earlier in the essay.

28.

- (A) NO CHANGE
- (B) The Guinean border is near Sierra Leone, which is where the rhythm of Yole comes from, from the Temne people.
- (C) From the Temne people, the rhythm of Yole comes from Sierra Leone near the Guinean border.
- (D) The rhythm of Yole comes from the Temne people, who live in Sierra Leone near the Guinean border.

29.

- (A) NO CHANGE
- (B) most nearly all
- (C) most all
- (D) each and every one of the

Question 30 asks about the preceding passage as a whole.

30. Suppose the author's intention was to write a brief essay describing some West African dances and summarizing their significance to the current culture. Would this passage fulfill the author's intent?

- (A) No, because the author does not provide any details about the origins of some of the dances.
- (B) No, because the author describes some of the dances, but he does not summarize how they are significant.
- (C) Yes, because the essay presents the benefits of the dances and gives some details about the way some of them are performed.
- (D) Yes, because it compares the way people danced in earlier times to the way that people dance in modern day.

Reflections on Toothpaste Considerations

Questions 31–45 are based on the following information.

Shopping for groceries, the one area (31) that in an irrational way (32) overwhelms me is the toothpaste aisle. Every brand claims to do the same thing with the only variation being a slight taste difference or maybe a promise of “fresh breath strips” inside. (33)

[1] In order to avoid anxiety in the grocery store, I will have (34) stuck to the same tube since high school. [2] Recently, however, I've noticed that the whitening affect (35) it claims to have may actually

just be their (36) to compete with the other brands that surround it in the store. [3] Due to the fact that sorority recruitment is in two weeks, I've wanted to brighten my smile, but like most college students, I don't have the \$60 to spend on whitening strips. [4] When I saw a commercial for a new line of whitening toothpaste and mouthwash, I immediately thought about making the switch. (37)

I trust whitening strips because I've used them in the passed but (38) even more convincing was the commercial, which featured a person who was in a similar situation to the won (39) I was in. It showed a woman who (40) needed her teeth to be whiter in 14 days but at the same time didn't want (41) to give up the things in her daily lifestyle that make teeth yellow as coffee and blueberries, (42) two things that I consume daily. (43)

If I can get the same whitening effect with an inexpensive mouthwash and toothpaste combination that I can with a \$60 whitening strip product and still be able to consume what I do regularly, the switch from my old standby, which has been having no whitening effect (44), seems like something I should've done a long time ago. I look to my next trip to the toothpaste aisle with eager anticipation.

31.

- (A) NO CHANGE
- (B) When I grocery shop, the one area
- (C) Grocery shopping, the one area
- (D) Shopping for groceries, the main area

32.

- (A) NO CHANGE
- (B) irrationalness
- (C) irrational
- (D) irrationally

33.

- (A) NO CHANGE
- (B) fresh breath strips inside?
- (C) "fresh, breath strips" inside.
- (D) "fresh breath strips," inside.

34.

- (A) NO CHANGE
- (B) I had
- (C) I should have
- (D) I've

35.

- (A) NO CHANGE
- (B) whitening effect
- (C) whitening's affect
- (D) whitening affects

36.

- (A) NO CHANGE
- (B) they're
- (C) there
- (D) they are

37. Which of the following sequences of sentences makes this paragraph most logical?

- (A) NO CHANGE
- (B) 2, 1, 3, 4
- (C) 3, 2, 1, 4
- (D) 3, 4, 2, 1

38.

- (A) NO CHANGE
- (B) passed, but
- (C) past, but
- (D) past but

39.

- (A) NO CHANGE
- (B) one
- (C) won,
- (D) one,

40.

- (A) NO CHANGE
- (B) women who
- (C) women whom
- (D) woman whom

41.

- (A) NO CHANGE
- (B) days, but at the same time didn't want
- (C) days but at the same time, didn't want
- (D) days but, at the same time didn't want

42.

- (A) NO CHANGE
- (B) teeth yellow, such as coffee and blueberries,
- (C) teeth yellow, as coffee and blueberries,
- (D) teeth yellow; like coffee and blueberries,

43. At this point in the essay, the author is contemplating including a list of other foods and liquids that stain teeth. Would that addition to the paragraph be appropriate?

- (A) Yes, because the essay is about ways to whiten teeth, and a list of items that stain teeth would provide readers with the knowledge of what to avoid.
- (B) Yes, because the addition of the list would provide interesting detail that would help the reader better understand the author's personality.
- (C) No, because the list would interrupt the flow of the author's story.
- (D) No, because, although the list would provide relevant information, this information would be more appropriately placed in the final paragraph of the essay.

44. Given that all of the choices are true, which provides information that most logically completes the point of the paragraph?

- (A) NO CHANGE
- (B) which seems to be working just fine
- (C) which tastes like blueberries
- (D) which I've used for most of my life

Question 45 asks about the preceding passage as a whole.

45. Suppose the author wrote this essay in response to a writing assignment that asked for an analysis of the particular conditions that influence consumers to change toothpaste brands. Would this response successfully fulfill the assignment?

- (A) Yes, because the essay gives descriptive detail of a particular time when the author changed toothpaste brands.
- (B) Yes, because the essay shows that the quality of a particular toothpaste brand's whitening effect is what inspires consumers to choose that brand.
- (C) No, because the essay does not specify the name of the brand of toothpaste she decides to switch to.
- (D) No, because the essay is a personal account rather than an analysis.

A Study of Soap Operas

Questions 46–60 are based on the following information.

[1] Soap operas have become the modern, day melodrama. (46) [2] Characters are classified as good guys, or bad guys, (47) and the bad guys are always trying to find some way to make the lives of the good guys miserable. [3] Soap operas sets are boring and bland, (48) and directors tend to rely on the close up to convey characterization. [4] The shot closes in on the bad character displaying an evil and calculating expression as she informs the good character that she is going to ruin her life. [5] The camera then captures the worried and helpless (49) expression of the potentially ruined good girl. [6] Most actors confirm that they would rather play bad characters than good, but (50) it is more fun to give evil expressions then helpless ones. (51) (52)

There seems to be those (53) for every scene, for instance, (54) whenever two lovers embrace in reconciliation, the camera closes in on the face of one of them to show the worry and doubt that character has about the stability of the reconciliation. The camera pulling away, (55) the audience can view the results of very little rehearsal. Actors appear wooden and posed in full length. As (56) there seems to be stock facial expressions, there also appears to be stock physical poses. Exasperated characters breathing deeply and heaving their shoulders (57) up and down. Pleading characters embrace (58) their ground and lift their hands in supplication. (59) The only overt physical demonstrations of emotion is (60) raging lunges and passionate embraces.

46.

- (A) NO CHANGE
- (B) today's melodrama
- (C) the modern-day melodrama
- (D) the modern, day, melodrama

47.

- (A) NO CHANGE
- (B) good guys. Or, bad guys
- (C) good guys or bad guys
- (D) good guys or bad guys,

48.

- (A) NO CHANGE
- (B) bland,
- (C) boring and uninteresting,
- (D) boring

49.

- (A) NO CHANGE
- (B) worried, helpless,
- (C) worried,
- (D) worried and helpless,

50. Which of the following choices provides the most logical transition between the ideas in the sentence?

- (A) NO CHANGE
- (B) good; therefore,
- (C) good;
- (D) good; however,

51.

- (A) NO CHANGE
- (B) then it is to give a helpless one.
- (C) than those that look helpless.
- (D) than helpless ones.

52. What is the most logical position for the preceding sentence?

- (A) Where it is now
- (B) After Sentence 1
- (C) After Sentence 3
- (D) After Sentence 4

53.

- (A) NO CHANGE
- (B) them
- (C) stock expressions
- (D) some of those

54.

- (A) NO CHANGE
- (B) every scene; for instance,
- (C) every scene: for instance
- (D) every scene, for instance

55.

- (A) NO CHANGE
- (B) Pulling away, the camera reveals
- (C) When the camera pulls away,
- (D) Because the camera pulls away,

56. Which of the following alternatives to the underlined word would be LEAST appropriate?
- (A) Whereas
 (B) While
 (C) At the same time as
 (D) Just as
- 57.
- (A) NO CHANGE
 (B) characters breathe deeply and heave their shoulders
 (C) characters that breathe deeply and heave their shoulders
 (D) characters, which breathing deeply and heaving their shoulders,
- 58.
- (A) NO CHANGE
 (B) defend
 (C) hold
 (D) clutch
59. The author is considering revising the paragraph by deleting the preceding two sentences because he thinks they may be irrelevant. If the author makes this deletion the paragraph will primarily lose:
- (A) interesting but irrelevant details about the kinds of facial expressions soap opera characters make.
 (B) examples of the common types of poses soap opera characters strike to portray emotions.
 (C) examples of the rare instances of overt physical demonstrations of emotion portrayed in soap operas.
 (D) important details about the kinds of poses the audience sees in camera close ups of soap opera characters.
- 60.
- (A) NO CHANGE
 (B) emotion are
 (C) emotion has been
 (D) emotion had been

Why Study Philosophy?

Questions 60–75 are based on the following information.

In an essay entitled *Philosophy: Who needs it?* (61), Ayn Rand explains that philosophy answers three questions; (62) Where am I, how do I know, and what do I do. These questions are also (63) the three branches of philosophy, metaphysics, epistemology, and ethics. (64) The answers to these questions determine how we live our lives and arguably make up the most essential (65) elements of human survival. Other philosophers go along (66) and explain that we need to understand philosophy or we will end up like ancient cave dwellers' (67) without an understanding of how the world works.

Many people avoiding philosophy (68) for several main reasons. The first reason why (69) some choose to avoid studying philosophy is because they fear change and don't want to leave there (70) comfort zones. Philosophy is a very deep process of thinking (71) and some decide they don't want to discover new ideas because they will go against their prior knowledge and make them leave a level of comfort that they are not willing to let go. (72)

The second reason people do not want to study philosophy is because of the feeling of insignificance they can feel (73) when they explore the vast world of philosophy. Philosophy studies everything that has to do with human life and the human mindset, and this (74) can sometimes leave one with a sense of insignificance. The third reason that some may choose to avoid philosophy is because they feel that they will lose control over their lives. When studying philosophy, some theories (75) suggest that what humans perceive as the world is really just made up in their minds. This concept leaves some people feeling as though they have no true sense of reality and therefore no control over their lives.

- 61.
- (A) NO CHANGE
 (B) "Philosophy: Who Needs It?"
 (C) "Philosophy: Who Needs It"?
 (D) Philosophy: Who Needs It?

62.

- (A) NO CHANGE
- (B) questions
- (C) questions, such as,
- (D) questions:

63.

- (A) NO CHANGE
- (B) also are
- (C) also correspond to
- (D) also represent

64.

- (A) NO CHANGE
- (B) philosophy being metaphysics, epistemology, and ethics.
- (C) philosophy, metaphysics; epistemology; ethics.
- (D) philosophy, which are metaphysics, epistemology, and ethics.

65.

- (A) NO CHANGE
- (B) and arguably, make up the most essential
- (C) and, arguably, make up the more essential
- (D) and, arguably comprise the most essential

66. Which of the following choices provides the best alternative to the underlined words?

- (A) get along
- (B) concur
- (C) disagree
- (D) acquiesce

67.

- (A) NO CHANGE
- (B) cave dweller's
- (C) cave's dwellers
- (D) cave dwellers

68.

- (A) NO CHANGE
- (B) people who are avoiding philosophy
- (C) people have avoided the study of philosophy
- (D) people avoiding philosophy study

69.

- (A) NO CHANGE
- (B) reason for which
- (C) reason which
- (D) reason

70.

- (A) NO CHANGE
- (B) their
- (C) they're
- (D) them, the

71.

- (A) NO CHANGE
- (B) Philosophy has been a very deep process of thought,
- (C) Philosophy requires a deep thought process,
- (D) Philosophy requires you to think deeply,

72. Which of the following would NOT be a suitable replacement for the underlined text?

- (A) make them leave their comfort zone.
- (B) create discomfort.
- (C) force them to step outside their comfort zone.
- (D) make them leave a level of discomfort for which they are unprepared.

73.

- (A) NO CHANGE
- (B) the feeling of insignificance they experience
- (C) the feeling of insignificance they're feeling
- (D) the feeling of insignificance experienced

74.

- (A) NO CHANGE
- (B) it
- (C) this breadth
- (D) they

75.

- (A) NO CHANGE
- (B) Philosophy provides theories that some
- (C) When studying philosophy, some
- (D) Some philosophical theories

Planning for Human Error

Questions 76–90 are based on the following information.

(adapted from *Contingency Planning and Disaster Recovery: A Small Business Guide*, by Donna R. Childs and Stefan Dietrich, Wiley)

[1] Human error is by far, (76) the most commonly frequent (77) cause of business disasters. [2] By definition, human errors are unintentional, and (78) because they occur randomly, we hope that the overall impact on your business operations will be negligible. [3] Each of us have had (79) the experience of developing a new document by revising an older document or by using a template. [4] The same is true when we reorganize our files to reduce the clutter we made in the last month and unintentionally delete a whole folder of important documents. (80) [5] When we finish our work, hit (81) the “save” button, and immediately realize that we have just written over with new text an old document that we will need again in the future.

Unfortunately, there is no simple single, solution. (82) We have to expect that human errors will be made, and we must be able to protect our businesses from ourselves’ (83) to the extent possible. I often notice that managers hope that they’re (84) employees will be careful with important files, and when they inadvertently delete a file they (85)

hope a backup file exists. I usually suggest keeping track of these events. If you do so, you will begin (86) to realize that these errors occur with greater frequency than you thought. Another drive is enthusiastically used for backing up data and then forgotten after a few weeks passed. (87) And (88) the corrective action taken is most often less than satisfactory.

In fact, we have observed with frequency that the loss of a file is either not even realized or simply never reported, until someone runs, nervous, through (89) the company asking if anyone still has a copy of a particular file.

76.

- (A) NO CHANGE
- (B) human error is, by far,
- (C) human error by far
- (D) By far, human error, is

77.

- (A) NO CHANGE
- (B) most frequent
- (C) most frequently common
- (D) most common and most frequent

78.

- (A) NO CHANGE
- (B) unintentional and,
- (C) unintentional and
- (D) unintentional, but

79.

- (A) NO CHANGE
- (B) Each of us have
- (C) Each of us has had
- (D) Each of us had

80. The best placement for this sentence would be:

- (A) where it is now
- (B) after sentence 1
- (C) after sentence 2
- (D) after sentence 5

- 81.
- (A) NO CHANGE
 - (B) our work hit
 - (C) our work, we hit
 - (D) our work I hit
- 82.
- (A) NO CHANGE
 - (B) simple, single, solution
 - (C) single simple, solution
 - (D) single simple solution
- 83.
- (A) NO CHANGE
 - (B) itself
 - (C) ourselves
 - (D) themselves
- 84.
- (A) NO CHANGE
 - (B) their
 - (C) there
 - (D) they are
- 85.
- (A) NO CHANGE
 - (B) when, inadvertently, they delete a file, managers
 - (C) when employees inadvertently delete a file they
 - (D) when employees inadvertently delete a file, managers
- 86.
- (A) NO CHANGE
 - (B) If you do so you'll begin
 - (C) If you do, so you will begin
 - (D) If you'll do so, begin
- 87.
- (A) NO CHANGE
 - (B) a few weeks have passed
 - (C) a few weeks have past
 - (D) few weeks have passed

88. Which of the following alternatives to the underlined portion is most acceptable?
- (A) While
 - (B) But
 - (C) Therefore,
 - (D) OMIT the underlined portion and capitalize *The*.
- 89.
- (A) NO CHANGE
 - (B) runs nervous through
 - (C) running nervously through
 - (D) runs nervously through

Question 90 asks about the preceding passage as a whole.

90. A business owner is looking for an article that explains how businesses can avoid costly employee mistakes. Would this passage be appropriate for that purpose?
- (A) Yes, because the passage gives examples of common office errors.
 - (B) Yes, because the passage offers a simple solution to correcting human errors.
 - (C) No, because the passage does not specifically address the kinds of errors employees make.
 - (D) No, because although it describes the types of human errors that occur in the office environment, the passage does not provide an explanation of how to avoid them.

Is Deviant Behavior Learned?

Questions 91–105 are based on the following information.

Aleister Crowley was born on October 12, 1875 (91) and from birth he marked himself already for deviant behavior (92). He was born with a swastika-shaped birthmark, (93) and in many ways this

birthmark shaped the rest of his life. Born into a Protestant family, his dad was an influential preacher. (94) Crowley came to despise the Christian religion, and his mother named him “The Beast.” (95) At a later age, turning (96) to the occult and practice of black magic. Crowley experimented with it (97) and continued a life of deviant behavior, acting violent, and was devoted to the powers of darkness throughout his life. (98) Crowley perfectly exemplifies the fact that it may be nature not nurture that determines one’s bent (99).

[1] Crowley has had many followers since his death, but none of them were born with the cruel mindset that Crowley was born with. (100) [2] Some philosophers and psychologists try to argue that its (101) in fact nurture that determines if a person is evil (102). [3] When you consider the case of Crowley, however (103), it is hard to argue that he was nurtured to be the demon that he was. [104] [4] The nature theory explains why identical twins, raised under different conditions (105) grow up to have very similar personalities instead of different personalities as the nurture theory would suggest.

91.

- (A) NO CHANGE
- (B) October 12, 1875,
- (C) October 12, 1875
- (D) October, 12, 1875

92.

- (A) NO CHANGE
- (B) he was marked for behavior that was deviant already
- (C) he, marked already for deviance
- (D) he was already marked for deviance

93.

- (A) NO CHANGE
- (B) birthmark;
- (C) birthmark:
- (D) birthmark —

94.

- (A) NO CHANGE
- (B) Crowley was born into a Protestant family; his father was an influential preacher.
- (C) Born into a Protestant family, Crowley’s father was an influential preacher.
- (D) Being born into a Protestant family, an influential preacher was his dad.

95.

- The author is considering deleting the underlined portion from the sentence. If the author were to delete this clause, the essay would primarily lose:
- (A) a minor detail about Crowley’s family life.
 - (B) an explanation of why Crowley rejected Christianity.
 - (C) an additional detail that supports the author’s point that Crowley engaged in deviant behavior from an early age.
 - (D) a necessary transition that links a major point the author makes in the first few sentences to a contrasting point at the end of the paragraph.

96.

- (A) NO CHANGE
- (B) he turned
- (C) was turning
- (D) he had been turning

97.

- (A) NO CHANGE
- (B) them all
- (C) it all
- (D) the supernatural

98.

- (A) NO CHANGE
- (B) a life of deviant behavior, acting violently, and was devoted to the powers of darkness throughout his life
- (C) a life of deviant behavior, violent actions, and devotion to the powers of darkness
- (D) a life of deviant behavior, acting violently and devoted to the powers of darkness

99.

- (A) NO CHANGE
- (B) ones bent
- (C) their bent
- (D) the way that one bends

100. Upon reviewing this sentence, the author is considering moving it to another place in the paragraph. The most logical position for this sentence would be:

- (A) where it is now
- (B) before sentence 3
- (C) after sentence 3
- (D) after sentence 4

101.

- (A) NO CHANGE
- (B) it is
- (C) it has
- (D) it's

102.

- (A) NO CHANGE
- (B) if a person is evil or not
- (C) whether a person's evil or not
- (D) whether a person is evil

103. Which of the following choices would be the LEAST acceptable alternative to the underlined word given the context of the sentence?

- (A) but
- (B) though
- (C) in contrast
- (D) on the other hand

104. Which of the following sentences if added here would provide the best transition to the next sentence and remain consistent with the main idea of the passage?

- (A) Some of Crowley's followers hold to the nature theory while others accept the nurture theory.
- (B) The nature theory provides a different philosophy from the nurture theory.
- (C) Had Crowley been a twin, that twin could have had a completely different personality from his.
- (D) A better explanation for Crowley's personality would be the nature theory.

105.

- (A) NO CHANGE
- (B) twins who are raised under different conditions
- (C) twins, raised under conditions that are different,
- (D) twins who, raised under the different conditions,

The Legend of the Five Suns

Questions 106–120 are based on the following information.

The Mexica people's history of constant migration and destruction of community are communicated (106) in the Legend of the Five Suns. "The Codex of Chimalpopoca," which has been translated by John