

**PVPHS AVID Juniors
SAT/ACT Prep
2017/2018**



**STUDY HUT
TUTORING**

Assessment #1-2: ACT English

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**STUDY HUT
TUTORING**

Assessment #1-2

ACT English

Name: _____ Date: _____

1 (A B C D)	14 (F G H J)	27 (A B C D)	40 (F G H J)	53 (A B C D)	66 (F G H J)
2 (F G H J)	15 (A B C D)	28 (F G H J)	41 (A B C D)	54 (F G H J)	67 (A B C D)
3 (A B C D)	16 (F G H J)	29 (A B C D)	42 (F G H J)	55 (A B C D)	68 (F G H J)
4 (F G H J)	17 (A B C D)	30 (F G H J)	43 (A B C D)	56 (F G H J)	69 (A B C D)
5 (A B C D)	18 (F G H J)	31 (A B C D)	44 (F G H J)	57 (A B C D)	70 (F G H J)
6 (F G H J)	19 (A B C D)	32 (F G H J)	45 (A B C D)	58 (F G H J)	71 (A B C D)
7 (A B C D)	20 (F G H J)	33 (A B C D)	46 (F G H J)	59 (A B C D)	72 (F G H J)
8 (F G H J)	21 (A B C D)	34 (F G H J)	47 (A B C D)	60 (F G H J)	73 (A B C D)
9 (A B C D)	22 (F G H J)	35 (A B C D)	48 (F G H J)	61 (A B C D)	74 (F G H J)
10 (F G H J)	23 (A B C D)	36 (F G H J)	49 (A B C D)	62 (F G H J)	75 (A B C D)
11 (A B C D)	24 (F G H J)	37 (A B C D)	50 (F G H J)	63 (A B C D)	
12 (F G H J)	25 (A B C D)	38 (F G H J)	51 (A B C D)	64 (F G H J)	
13 (A B C D)	26 (F G H J)	39 (A B C D)	52 (F G H J)	65 (A B C D)	



Homework:

Packet #1:

Packet #2:

Performance:

Raw Score: _____/75

Percent: _____%

Converted

Score: _____/36

Grade For Unit 1-2: _____/50*

*Automatic 100% if both packets complete and
adequate work shown on assessment





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

Miami Time

My family is part of the Miami tribe a Native American people, with strong ties to territory in present-day Ohio, Indiana, and Illinois. Growing up in the Midwest, I often heard my grandmother talk about "Miami time." When she was doing something she loved, whether it was making freezer jam or researching tribal history, she refused to be rushed in a hurry. "I'm on Miami time today," she would say. Conversely, if we were running late for an appointment. She would chide us by saying, "Get a move on. We're not running on Miami time today, you know."

- A. NO CHANGE
B. tribe, a Native American, people
C. tribe, a Native American people
D. tribe; a Native American people
- At this point, the writer would like to provide a glimpse into the grandmother's interests. Given that all the choices are true, which one best accomplishes this purpose?
F. NO CHANGE
G. being actively involved in her pursuits,
H. things I really hope she'll teach me one day,
J. historical research as well as domestic projects,
- A. NO CHANGE
B. hurried or rushed.
C. made to go faster or rushed.
D. rushed.
- F. NO CHANGE
G. appointment; she
H. appointment and she
J. appointment, she

GO ON TO THE NEXT PAGE.



It was a difficult concept for me to grasp. My grandmother tried to explain that “Miami time” referred to

those moments, when time seemed to slow down or stand

still. Recently, the meaning of her words started to sink in.

One morning, my son and I will inadvertently slip out of the world measured in seconds, minutes, and hours, and into one measured by curiosity and sensation.

[1] On a familiar trail near our house, I was pushing Jeremy in his stroller and were thinking of the day ahead and the tasks I had to complete. [2] Suddenly, he squealed with pure delight and pointed toward a clearing. [3] There, two does and three fawns stood watching us. [4] Five pairs of ears flicked like antennae seeking a signal. [5] After a few moments, the deer lowered their heads and began to eat, as if they had decided we were harmless. [6] By then, my son’s face was full of wonder. [11]

We spent the rest of the morning veering from the trail to investigate small snatches of life. Lizards lazing in the sun and quail rustled through grasses surprised us.

Wild blackberries melted on our tongues. For example, the aroma of crushed eucalyptus leaves tingled in our noses.

5. Given that all the choices are true, which one provides the best opening to this paragraph?
- A. NO CHANGE
 - B. I remember being late for a doctor’s appointment one day.
 - C. My grandmother lived with us, and as a result she and I became close over the years.
 - D. My son asks me about my grandmother, whom he never met.
6. F. NO CHANGE
G. moments when
H. moments, as if
J. moments, because
7. A. NO CHANGE
B. spoken statements to my ears
C. expressed opinions on the matter
D. verbal remarks in conversation
8. F. NO CHANGE
G. inadvertently slip
H. are inadvertently slipping
J. inadvertently slipped
9. A. NO CHANGE
B. were having thoughts
C. thinking
D. DELETE the underlined portion.
10. F. NO CHANGE
G. does, and three fawns
H. does and three fawns,
J. does and, three fawns
11. For the sake of the logic and coherence of this paragraph, Sentence 3 should be placed:
- A. where it is now.
 - B. before Sentence 1.
 - C. after Sentence 1.
 - D. after Sentence 4.
12. F. NO CHANGE
G. rustling
H. were rustling
J. DELETE the underlined portion.
13. A. NO CHANGE
B. On the other hand, the
C. Just in case, the
D. The



By the time we found our way back to the car, the sun was high in the sky. We had taken three hours to complete a hike we usually finished in forty-five minutes. Yet the hike felt shorter than ever. As we drove off, I remembered something else my grandmother used to say: “Miami time passes all too quickly.”

14. F. NO CHANGE
G. more shorter than
H. the shortest than
J. shorter than

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer’s goal had been to write a brief essay conveying a personal experience with “Miami time.” Would this essay successfully fulfill that goal?
- A. Yes, because it presents the narrator’s firsthand experience of a morning spent in Miami time.
 - B. Yes, because it reveals that after a conversation with the grandmother, the narrator decided to live in Miami time.
 - C. No, because it shares the views of more than one person with regard to the meaning of Miami time.
 - D. No, because the term “Miami time” belonged to the grandmother, not to the narrator.

PASSAGE II

Faith Ringgold’s Quilting Bee

The artist Faith Ringgold has made a name for herself with her “story quilts,” lively combinations of painting, quilting, and storytelling. Each artwork consists of a painting framed by quilted squares of fabric and story panels. One of these artworks, *The Sunflowers Quilting Bee at Arles*, depicts a scene of women at work on a quilt in a field of towering yellow flowers that eight African American women sit around the quilt that covers their laps. Who are these people stitching among the flowers? What brings them so close that their shoulders touch?

16. F. NO CHANGE
G. flowers and eight
H. flowers. Eight
J. flowers, eight

GO ON TO THE NEXT PAGE.



Thus, the answers to these questions can
¹⁷
be found in the artwork itself. Ringgold has told

the story of this gathering on two horizontal panels of text.

One panel is sewn into the piece's top border,
¹⁸

the other into it's bottom border. These eight
¹⁹

women the story explains, strove
²⁰

in their various ways to support
²¹
the cause of justice in the world.

In reality, these women never met to piece together
²²

a quilt. The scene comes out of the artists imagination as
²³
a statement of the unity of purpose that she perceives in
their lives. Sojourner Truth and Harriet Tubman fought
to abolish slavery and, later, was active in the crusade
²⁴
for suffrage. Newspaper journalist Ida B. Wells

courageously spoke out for social and racial justice
²⁵
in the late nineteenth and early twentieth centuries.
²⁵

17. A. NO CHANGE
B. Instead, the
C. Furthermore, the
D. The
18. F. NO CHANGE
G. of this gathering the story on two horizontal panels of text.
H. on two horizontal panels the story of this gathering of text.
J. the story on two horizontal panels of text of this gathering.
19. A. NO CHANGE
B. its'
C. its
D. their
20. F. NO CHANGE
G. women, the story explains—
H. women the story explains—
J. women, the story explains,
21. The underlined phrase could be placed in all the following locations EXCEPT:
A. where it is' now.
B. after the word *support*.
C. after the word *cause*.
D. after the word *world* (ending the sentence with a period).
22. F. NO CHANGE
G. summary,
H. addition,
J. contrast,
23. A. NO CHANGE
B. artist's imagination
C. artists' imagination
D. artists imagination,
24. F. NO CHANGE
G. was actively engaged,
H. was engaged
J. were active
25. Given that all the choices are true, which one provides the most relevant information at this point in the essay?
A. NO CHANGE
B. married Ferdinand Barnett, editor of the first Black newspaper in Chicago, the *Chicago Conservator*.
C. wrote for newspapers in Memphis, New York City, and finally, Chicago.
D. was born in Holly Springs, Mississippi, in 1862, the eldest of eight children.



Establishing her own hair products business, herself²⁶
in the first decade of the twentieth century,

millions of dollars were later bequeathed by Madam²⁷
C. J. Walker to charities and educational institutions.²⁷
Among the schools that benefited from this

generosity, were those that Mary McLeod Bethune²⁸
opened and ran in order to provide a better education
for Black students. And Fannie Lou Hamer, Ella Baker,
and Rosa Parks showed leadership and strength during the
civil rights movement,²⁹ it happened in the 1950s and 1960s.

In the artwork, Ringgold has surrounded these women
with bright sunflowers. The flowers seem to celebrate the
women's accomplishments and the beauty of their shared
vision. 30

26. F. NO CHANGE
G. business belonging to her
H. business, herself,
J. business
27. A. NO CHANGE
B. Madam C. J. Walker later bequeathed millions of dollars to charities and educational institutions.
C. charities and educational institutions later received millions of dollars from Madam C. J. Walker.
D. millions of dollars were later bequeathed to charities and educational institutions by Madam C. J. Walker.
28. F. NO CHANGE
G. generosity; were
H. generosity were
J. generosity were:
29. A. NO CHANGE
B. movement, it took place in
C. movement, that happened in
D. movement of
30. If the writer were to delete the preceding sentence, the essay would primarily lose:
F. an interpretation of the artwork that serves to summarize the essay.
G. a reflection on the women depicted in the artwork that compares them to Ringgold.
H. a description of a brushwork technique that refers back to the essay's opening.
J. an evaluation of Ringgold's artistic talent that places her in a historical context.

PASSAGE III

1902: A Space Odyssey

Our technologically advanced times has allowed³¹
filmmakers to create spectacular science fiction films to
intrigue us with worlds beyond our experience. Imagine
the excitement in 1902 when audiences first saw *Le Voyage*³²
dans la lune (A Trip to the Moon), a groundbreaking movie
produced by Georges Méliès.

31. A. NO CHANGE
B. have allowed
C. allows
D. was allowing
32. F. NO CHANGE
G. 1902, and when
H. 1902, which
J. 1902, where

GO ON TO THE NEXT PAGE.



[1] Undaunted, Méliès honed his photographic skills to tell fantasy stories instead. [2] Méliès, a French magician, was fascinated by the workings of the new motion picture camera. [3] Specializing in stage illusions, he thought the camera offered potential to expand its spectacular magic productions. [4] By 1895, he was working with the new invention. [5] He found out, however, that the public preferred live magic acts to filmed versions.

Méliès's magician's eye led him to discover the basics of special effects. He experimented with effects such as speeding up and slowing down the action, reversing it for backward movement, and superimposing images of fantastic creatures over real people. Using overhead

pulleys and trapdoors, he was able to do interesting things.

Aware of the popularity of Jules Verne's science fiction novels, Méliès saw exciting possibilities in filming a space odyssey. The interplanetary travel film that he created, *A Trip to the Moon*, had production costs of \$4,000, highly excessively for its time. In this film, a space

capsule that is fired and thereby launched and projected from a cannon lands in the eye of the Man in the Moon.

33. A. NO CHANGE
B. their
C. his
D. it's
34. E. NO CHANGE
G. out, however;
H. out, however
J. out however,
35. For the sake of the logic and coherence of this paragraph, Sentence 1 should be placed:
A. where it is now.
B. after Sentence 2.
C. after Sentence 3.
D. after Sentence 5.
36. The writer is considering deleting the preceding sentence from the essay. The sentence should NOT be deleted because it:
F. describes Méliès's ability as a magician, which is important to understanding the essay.
G. begins to explain the techniques of trick photography that Méliès eventually learned.
H. creates a transition that provides a further connection between Méliès the magician and Méliès the filmmaker.
J. indicates that Méliès's interest in learning about trick photography existed before his interest in magic.
37. Given that all the choices are true, which one would best conclude this sentence so that it illustrates Méliès's skill and inventiveness?
A. NO CHANGE
B. he used effects commonly seen in his stage productions.
C. his actors could enter and leave the scene.
D. he perfected eerie film entrances and exits.
38. F. NO CHANGE
G. exceeding highly
H. high excessively
J. exceedingly high
39. A. NO CHANGE
B. fired
C. fired from and consequently projected
D. fired and thereby propelled

In a strange terrain filled with hostile creatures, the
40
 space travelers experience many adventures. They
 escape back to earth in the capsule by falling off the
 edge of the moon, landing in the ocean, they bob
41
 around until a passing ship finally rescues them.

Producing the film long before
 interplanetary explorations had began,
42

Méliès could arouse his audience's
43
 curiosity with unconstrained fantasy.

People are still going to theaters to see
44
science fiction films.
44

40. F. NO CHANGE
 G. creatures, who they now realize live there,
 H. creatures, whom they are encountering,
 J. creatures who are found there,
41. A. NO CHANGE
 B. moon after landing
 C. moon. Landing
 D. moon, after landing
42. F. NO CHANGE
 G. would of begun,
 H. have began,
 J. had begun,
43. Which of the following alternatives to the underlined word would be LEAST acceptable?
 A. whet
 B. stimulate
 C. awaken
 D. disturb
44. Given that all the choices are true, which one would most effectively express the writer's viewpoint about Méliès's role in science fiction filmmaking?
 F. NO CHANGE
 G. This first space odyssey provided the genesis for a film genre that still packs theaters.
 H. Méliès made an important contribution to filmmaking many years ago.
 J. In Méliès's production even the film crew knew a lot about space.

Question 45 asks about the preceding passage as a whole.

45. Suppose the writer's goal had been to write a brief essay highlighting the contributions a single artist can make to a particular art form. Would this essay fulfill that goal?
 A. Yes, because the essay asserts that Méliès's work as a magician never would have succeeded without the contributions of the artists in the film industry.
 B. Yes, because the essay presents Méliès as a magician who used his talents and curiosity to explore and excel in the film world.
 C. No, because the essay focuses on the process of making science fiction films, not on a single artist's work.
 D. No, because the essay suggests that it took many artists working together to create the success that Méliès enjoyed.

GO ON TO THE NEXT PAGE.

PASSAGE IV

Nancy Drew in the Twenty-First Century

I thought the Nancy Drew mystery series had went out of style. I was sure that girls growing up ⁴⁶ today would have more up-to-date role models and my

generation's favorite sleuth would of been retired to the ⁴⁷

library's dusty, back rooms. I was wrong. ⁴⁸

Nancy Drew, the teenaged heroine of heaps of young ⁴⁹

adult mystery novels, is alive and well and still on the job.

I know because my niece, ⁵⁰ Liana, and her friends were

reading that all summer long. By the time Liana went back ⁵¹

to school and had followed Nancy Drew on a safari to ⁵²

solve *The Spider Sapphire Mystery* and had explored Incan ⁵³ ruins for clues to *The Secret of the Crossword Cipher*.

With Nancy's help, Liana had read about different ⁵⁴ places and various cultures all over the world. ⁵⁴

46. F. NO CHANGE
G. gone out of
H. went from
J. gone from
47. A. NO CHANGE
B. would have been
C. would of
D. DELETE the underlined portion.
48. F. NO CHANGE
G. libraries dusty,
H. libraries dusty
J. library's dusty
49. Which choice provides the most specific information?
A. NO CHANGE
B. a high number
C. hundreds
D. plenty
50. F. NO CHANGE
G. novels, is alive,
H. novels is alive,
J. novels is alive
51. A. NO CHANGE
B. the mysteries
C. up on that
D. it over
52. F. NO CHANGE
G. school, she had
H. school, having
J. school, she
53. A. NO CHANGE
B. solve:
C. solve;
D. solve,
54. Given that all the choices are true, which one best illustrates the variety of settings for the Nancy Drew mysteries and also expresses Liana's interest in these books?
F. NO CHANGE
G. Along with Nancy, Liana had many breathtaking adventures involving all sorts of colorful characters.
H. With Nancy in the lead, Liana had chased suspects from Arizona to Argentina, from Nairobi to New York.
J. Through her exposure to Nancy, Liana learned about many new places around the world.



When I was a girl in the 1960s,
my friends and I loved Nancy Drew. ⁵⁵
We loved her loyal companions, her bravado, and

there was a love for her freedom to do what she wanted.

⁵⁶

We also loved how smart she was and how pretty, how
⁵⁷
confident and successful. We were surprised and delighted
that eighteen-year-old Nancy was so accomplished at so

many things. She was able to solve crimes, win golf
⁵⁸
tournaments, kick bad guys in the shins, and impress her
father's distinguished clients. She did it all—and without
scuffing her shoes or losing her supportive boyfriend, Ned.

Liana and her friends don't seem to care that Nancy is
pretty or popular. They laugh, mockingly I think, at
Nancy's friend Bess, who squeals at spiders. They prefer
her other girlfriend George, the judo expert and computer
whiz. They skip over the long descriptions of outfits and
fashion accessories. According to Liana, they just want to
get on with the story.

55. At this point, the writer is thinking about adding the following true statement:

One of a number of series that have featured the young female detective, the Nancy Drew Mystery Story series was begun in 1930 and now totals 173 books.

Should the writer make this addition here?

- A. Yes, because it supports statements about the longevity and popularity of this series.
B. Yes, because it helps to explain why the narrator "loved Nancy Drew."
C. No, because it distracts the reader from the main focus of this paragraph.
D. No, because it fails to include relevant information about the author of the series.
56. F. NO CHANGE
G. a love for her freedom to do what she wanted.
H. her freedom to do what she wanted.
J. the freedom to do as one wants.
57. Which of the following alternatives to the underlined portion would be LEAST acceptable?
A. furthermore
B. therefore
C. likewise
D. DELETE the underlined portion.
58. F. NO CHANGE
G. was capable of solving crimes,
H. was good at crime solving,
J. solved crimes,

GO ON TO THE NEXT PAGE.



Perhaps I am overly optimistic, but I'd like to believe that Liana's generation doesn't love Nancy Drew because she's a successful girl detective. They don't need to be reminded that girls can be successful they know that. ⁵⁹ What these girls need and love are the stories themselves: those exciting adventure tales spiced with mystery. ⁶⁰

59. A. NO CHANGE
B. successful they already know
C. successful; they know
D. successful, knowing
60. Which choice most effectively supports the point being made in the first part of this sentence?
F. NO CHANGE
G. the answers to the mysteries of their lives.
H. a strong role model for their generation.
J. the ability to overcome obstacles.

PASSAGE V

Visiting Mars on a Budget

With its distinctive red tint and its polar ice caps, the planet Mars has fascinated humans for thousands of years. There were ancient Babylonian astronomers ⁶¹ who associated Mars with their war god Negral, to twentieth-century science fiction writers whose works become best-sellers, ⁶² this planet has often been a symbol of ill will and danger.

The United States has competed with other countries ⁶³ to explore space. By 2003, the National Aeronautics and ⁶³

Space Administration (NASA) would of sent ⁶⁴ thirty

spacecraft to the red planet, speculation has been prompted ⁶⁵ that a human voyage may no longer be the stuff of fiction.

61. A. NO CHANGE
B. When
C. From
D. Those
62. Given that all the choices are true, which one is most relevant to the statement that follows in this sentence?
F. NO CHANGE
G. with their wild imaginations about outer space,
H. who penned spine-tingling stories of "little green men from Mars,"
J. who created images of Mars in literature,
63. Given that all the choices are true, which one best leads from the preceding paragraph to the subject of this paragraph?
A. NO CHANGE
B. Today, such negative associations seem to be dissipating.
C. In 1958, the United States founded an agency to run its space program.
D. Earth and Mars are both planets in the inner solar system.
64. F. NO CHANGE
G. had sent
H. send
J. have sent
65. A. NO CHANGE
B. to which speculation has prompted
C. prompting speculation
D. which is speculation

GO ON TO THE NEXT PAGE.

1 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ 1

Few would deny that the idea of a human mission to Mars ⁶⁶ is exciting, who is ready to pay for such an expedition?

Recent reports suggest that the cost of a human voyage to Mars could run as high as 100 billion dollars. This is a startling number, especially in light of the fact that the International Space Station, the most ambitious NASA project yet, carried a projected price tag of “only” 17 billion dollars. In the end, NASA overspent on the

International Space Station. 68 One can only imagine

if the final price of a human voyage to Mars would be. ⁶⁹

In contrast, the two Mars Rovers—robotic spacecraft launched in 2003—carried ⁷⁰ a combined price tag of less than one billion dollars. These Rovers are sophisticated pieces of

technology, with the capacity and ability to examine soil and rocks. Their equipment may answer questions that ⁷¹ have long been posed about the presence of water and life on Mars.

66. F. NO CHANGE
G. Maybe a few
H. Although few
J. Few, if any,

67. A. NO CHANGE
B. yet
C. yet:
D. yet—

68. The writer is considering adding the following true information to the end of the preceding sentence (placing a comma after the word *Station*):

with a final construction cost of almost 30 billion dollars.

Should the writer make this addition?

- F. Yes, because it strengthens the assertion made in this sentence by adding explicit detail.
G. Yes, because it proves space flight will be more affordable in the future.
H. No, because it weakens the point made in the paragraph about the cost of human flight to Mars.
J. No, because it detracts from the essay's focus on the human experience in travel to Mars.
69. A. NO CHANGE
B. what
C. how
D. DELETE the underlined portion.
70. Given that all the choices are true, which one most effectively describes what the Mars Rovers are?
F. NO CHANGE
G. which captured the imagination of the general public—
H. the products described at length in the media—
J. familiar to many who watched the news coverage at the time—

71. A. NO CHANGE
B. genuine capacity
C. potential capacity
D. capacity

GO ON TO THE NEXT PAGE.

Sending machines unaccompanied by humans to

Mars does drain some of the romance out of aging or older ⁷²

visions of space travel. In other words, ⁷³ we need to keep in mind that the right equipment can accomplish as much as

any crew of scientists, if not more—such as a fraction of ⁷⁴ the cost. Before any astronaut boards a spacecraft for that distant planet, the staggering expense of such a mission should be carefully considered. 75

72. F. NO CHANGE
G. old age
H. aging old
J. age-old
73. A. NO CHANGE
B. For that reason alone,
C. In that time frame,
D. Even so,
74. F. NO CHANGE
G. at
H. but only
J. DELETE the underlined portion.
75. The writer is considering ending the essay with the following statement:
With the passage of time, humans will continue to gaze in awe toward the heavenly skies as a source of inspiration and mystery.
Should the writer add this sentence here?
- A. Yes, because it captures the emotion that is the basis for the space exploration described in the essay.
B. Yes, because it invites the reader to reflect on the insignificance of money in relation to the mystery of space.
C. No, because it does not logically follow the essay's chronological history of people who traveled in space.
D. No, because it strays too far from the essay's focus on Mars and the cost of sending humans there.

END OF TEST 1

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.