



**ACT English Test**

**61C**

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## ENGLISH TEST

45 Minutes—75 Questions

**DIRECTIONS:** In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

### PASSAGE I

#### The Music of the O’odham

[1]

For some people, traditional American Indian music is associated and connected<sup>1</sup> with high penetrating vocals accompanied by a steady drumbeat. In tribal communities in the southwestern United States, however, one is likely to hear something similar to the polka-influenced dance music of northern Mexico. The music is called “waila.” Among the O’odham tribes of Arizona, waila has been popular for<sup>2</sup> more than a century. The music is mainly instrumental—the bands generally<sup>3</sup> consist of guitar, bass guitar, saxophones, accordion, and drums.

[2]

Unlike some traditional tribal music, waila does not serve a religious or spiritual purpose. It is a social music that performed<sup>4</sup> at weddings, birthday parties,

1. **A.** NO CHANGE  
**B.** connected by some of them  
**C.** linked by association  
**D.** associated
2. **F.** NO CHANGE  
**G.** popular, one might say, for  
**H.** really quite popular for  
**J.** popular for the duration of
3. Which of the following alternatives to the underlined portion would NOT be acceptable?  
**A.** instrumental; in general, the bands  
**B.** instrumental, the bands generally  
**C.** instrumental. The bands generally  
**D.** instrumental; the bands generally
4. **F.** NO CHANGE  
**G.** music in which it is performed  
**H.** music, performing  
**J.** music, performed



and feasts. The word itself<sup>5</sup> comes from the Spanish

word for dance, *baile*. Cheek to cheek, the dance is<sup>6</sup>  
performed to the relaxed two-step tempo, and the bands<sup>6</sup>

often play long past<sup>7</sup> midnight. As the dancers step to the

music, they were also stepping<sup>8</sup> in time to a sound that

embodies their<sup>9</sup> unique history and suggests the influence

of outside cultures on their music. 10

[3]

The O'odham in the 1700s<sup>11</sup> first encountered the  
guitars of Spanish missionaries. In the 1850s the O'odham

have borrowed<sup>12</sup> from the waltzes and mazurkas of  
people of European descent on their way to California.

5. A. NO CHANGE  
B. word, itself,  
C. word, itself  
D. word itself,
6. F. NO CHANGE  
G. Couples dance cheek to cheek to the relaxed two-step tempo,  
H. A relaxed two-step tempo, the couples dance cheek to cheek,  
J. Cheek to cheek, the two-step tempo relaxes dancing couples,
7. A. NO CHANGE  
B. play long, past,  
C. play, long past,  
D. play, long past
8. F. NO CHANGE  
G. are also stepping  
H. have also stepped  
J. will also step
9. A. NO CHANGE  
B. they're  
C. it's  
D. its'
10. At this point, the writer is considering adding the following true statement:  
The agricultural practices of the O'odham are similar to those of the Maya.  
Should the writer make this addition here?  
F. Yes, because the sentence establishes that the O'odham often borrowed ideas from other groups.  
G. Yes, because the sentence provides important information about the O'odham people.  
H. No, because the sentence is not supported by evidence of a connection between the O'odham and the Maya.  
J. No, because the sentence distracts from the paragraph's focus on waila's uses and influences.
11. All of the following would be acceptable placements for the underlined portion EXCEPT:  
A. where it is now.  
B. at the beginning of the sentence (revising the capitalization accordingly).  
C. after the word *guitars*.  
D. after the word *missionaries* (ending the sentence with a period).
12. F. NO CHANGE  
G. have been borrowing  
H. were borrowed  
J. borrowed



In the early 1900s the O’odham became acquainted with marching bands and woodwind instruments (which explains the presence of saxophones in waila).<sup>13</sup> Around this time the polka music and button accordion

played by German immigrant railroad workers; left their mark on waila.<sup>14</sup>

[4]

It should be no surprise that musicians these days are adding touches of rock, country, and reggae to waila. Some listeners fear that an American musical form may soon be lost. But the O’odham are playing waila with as much energy and devotion as ever. A unique blend of traditions, waila will probably continue changing for as long as the O’odham use it to express their own sense of harmony and tempo.

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**PASSAGE II**

**How Old Am I?**

Many people might be surprised to learn that the American way of computing a person’s age differs from the traditional Korean way. In Korean tradition, a person is considered to be already one year old at the time of his or her birth.

As a child growing up in two cultures, I found this contest a bit confusing. When I was in the fifth grade, was I ten or eleven years old? To add to the confusion, every New Year’s Day a person according to this Korean counting system, becomes a year

13. Given that all of the choices are true, which one is most relevant to the focus of this paragraph?
- A. NO CHANGE
  - B. (although fiddles were once widely used in waila bands).
  - C. (even though they’re now often constructed of metal).
  - D. (which are frequently found in jazz bands also).
14. F. NO CHANGE
- G. workers
  - H. workers;
  - J. workers,

Question 15 asks about the preceding passage as a whole.

15. Upon reviewing this essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:
- Those same German influences helped spawn a similar musical form in northern Mexico known as *norteño*.
- This sentence would most logically be placed after the last sentence in Paragraph:
- A. 1.
  - B. 2.
  - C. 3.
  - D. 4.

16. F. NO CHANGE
- G. change
  - H. dispute
  - J. difference
17. A. NO CHANGE
- B. person,
  - C. person;
  - D. person who,



older, regardless of his or her actual birthday.

Birthdays are important throughout the world. A person <sup>18</sup> who is sixteen years old on his or her birthday in March would become seventeen years old on the following New Year's Day, even though he or she isn't expected to turn seventeen (in "American" years) until that next birthday in March. Perhaps the celebration of New Year's Day in Korean culture is heightened because it is thought of as <sup>19</sup>

everyone's birthday party. 20

Today, after many birthdays and New Year's Days, I now find meaningful the difference I once found confusing. Otherwise, this difference points <sup>21</sup>

to significant underlying cultural values. The practice of <sup>22</sup>

advancing a person's age seems to me to reflect the value a <sup>23</sup>

society places on life experience and longevity. Their idea <sup>24</sup>

was demonstrated often when my elderly relatives, who <sup>25</sup> took pride in reminding younger folk of their "Korean

age." With great enthusiasm, they added on a year every <sup>26</sup>

18. F. NO CHANGE  
G. Most cultures celebrate birthdays.  
H. Birthdays focus attention on a culture's youth.  
J. DELETE the underlined portion.

19. A. NO CHANGE  
B. raised  
C. lifted  
D. lighted

20. Upon reviewing this paragraph, the writer considers deleting the preceding sentence. If the writer were to delete the sentence, the paragraph would primarily lose:  
F. a comment on the added significance of the Korean New Year celebration.  
G. a repetitive reminder of what happens every birthday.  
H. a defense of the case for celebrating every birthday.  
J. an illustration of the Korean counting system.

21. A. NO CHANGE  
B. Though,  
C. In fact,  
D. Then,

22. F. NO CHANGE  
G. on  
H. at  
J. DELETE the underlined portion.

23. A. NO CHANGE  
B. persons' age  
C. persons age  
D. person's age,

24. F. NO CHANGE  
G. One's  
H. Its  
J. This

25. A. NO CHANGE  
B. by  
C. while  
D. as if

26. Which choice would most clearly communicate the elderly relatives' positive attitude toward this practice?  
F. NO CHANGE  
G. Duplicating an accepted practice,  
H. Living with two birthdays themselves,  
J. Obliging,



New Year's Day. By contrast American society has often been described as one that values the vibrant energy of

27

youth over the wisdom and experience gained with age. After a certain age, many Americans I know would

28

balk, refuse, and hesitate at the idea of adding a year or two to what they regard as their actual age.

29

Even something as visibly simple or natural as computing a person's age can prove to be not so clear-cut. Traditions like celebrating birthdays reveal how deeply we are affected by the culture we live in.

30

27. A. NO CHANGE

B. whose

C. this

D. whom

28. If the writer were to delete the phrases "the vibrant energy of" and "the wisdom and experience gained with" from the preceding sentence, the sentence would primarily lose:

F. its personal and reflective tone.

G. an element of humor.

H. details that illustrate the contrast.

J. the preference expressed by the writer.

29. A. NO CHANGE

B. balk and hesitate

C. refuse and balk

D. balk

30. F. NO CHANGE

G. apparently

H. entirely

J. fully

### PASSAGE III

#### Wearing Jeans in School

In 1970, the school board in Pittsfield, New Hampshire, approved a dress code that prohibited students from wearing certain types of clothing. The school board members believed that wearing "play clothes" to school made the students

31

inefficient toward their school work, while more formal attire established a positive educational climate. When twelve-year-old Kevin Bannister wore a pair of blue jeans to school, he was sent home for violating the dress code.

32

31. Given that all of the choices are true, which one would best illustrate the term *dress code* as it is used in this sentence?

A. NO CHANGE

B. clothing that was inappropriate.

C. clothing, including sandals, bell-bottom pants, and "dungarees" (blue jeans).

D. clothing that is permitted in some schools today.

32. F. NO CHANGE

G. lazy and bored to tears with

H. blow off

J. lax and indifferent toward



Kevin and his parents believed that his constitutional  
rights had been violated. <sup>33</sup> The United States District  
<sup>33</sup>

Court of New Hampshire; agreed to hear Kevin's case.  
<sup>34</sup>  
His claim was based on the notion of personal liberty—the  
right of every individual to the control of his or her own  
person—protected by the Constitution's Fourteenth  
Amendment. The court agreed with Kevin that a person's  
right for wearing clothing of his or her own choosing is,  
<sup>35</sup>  
in fact, protected by the Fourteenth Amendment.

The court noted, however that restrictions may be justified  
<sup>36</sup>  
in some circumstances, such as in the school setting.

So did Kevin have a right to wear blue jeans to  
school? The court determined that the school board had  
failed to show that wearing jeans actually inhibited the  
educational process, which is guided by authority figures.  
<sup>37</sup>

Furthermore, the board offered no evidence to back up it's  
<sup>38</sup>

claim that such clothing created a negative educational  
<sup>39</sup>  
environment. Certainly the school board would  
be justified in prohibiting students from wearing  
clothing that was unsanitary, revealing, or obscene.

33. Given that all of the choices are true, which one would most effectively introduce the main idea of this paragraph?

- A. NO CHANGE
- B. The principal said dungarees and blue jeans were the same thing, so Kevin should have known better.
- C. If Kevin's jeans had been dirty and torn, the principal might have been justified in expelling him.
- D. These events occurred in a time of social unrest, and emotions were running high.

34. F. NO CHANGE  
G. Court, of New Hampshire  
H. Court of New Hampshire  
J. Court of New Hampshire,

35. A. NO CHANGE  
B. of wearing  
C. to wear  
D. wearing

36. F. NO CHANGE  
G. court noted, however,  
H. court, noted however,  
J. court noted however,

37. A. NO CHANGE  
B. process, which has undergone changes since the 1970s.  
C. process, a process we all know well.  
D. process.

38. F. NO CHANGE  
G. they're  
H. its  
J. ones

39. A. NO CHANGE  
B. where  
C. which  
D. in which



The court remained unconvinced, therefore, that

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when wearing jeans would actually impair the learning process of Kevin or of his fellow classmates.

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Kevin Bannister's case was significant in that it was the first in the United States to address clothing prohibitions of a school dress code. His challenge

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initiated a review, of students' rights and administrative

43

responsibility in public education.

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40. F. NO CHANGE  
G. thus,  
H. moreover,  
J. however,

41. A. NO CHANGE  
B. by wearing  
C. wearing  
D. having worn

42. Which choice would most effectively open this paragraph and convey the importance of this case?  
F. NO CHANGE  
G. Therefore, Kevin's case reminds us that you should stand up for your rights, no matter how old you are.  
H. The case for personal liberty means the right to speak up must be taken seriously by the courts.  
J. All in all, clothing is an important part of our identity.

43. A. NO CHANGE  
B. review, of students' rights,  
C. review of students' rights  
D. review of students' rights,

44. F. NO CHANGE  
G. on  
H. with  
J. about

Question 45 asks about the preceding passage as a whole.

45. Suppose the writer's goal had been to write a brief persuasive essay urging students to exercise their constitutional rights. Would this essay fulfill that goal?  
A. Yes, because the essay focuses on how Kevin encouraged other students to exercise their constitutional rights.  
B. Yes, because the essay focuses on various types of clothing historically worn by students as a freedom of expression.  
C. No, because the essay suggests that the right to wear blue jeans was not a substantial constitutional right in the 1970s.  
D. No, because the essay objectively reports on one case of a student exercising a particular constitutional right.





## PASSAGE IV

**The Case of the Trick Photographs**

You might think that Sir Arthur Conan Doyle, the writer who invented Sherlock Holmes, the most logical of detectives, would have harbored strictly logical beliefs himself. But the author entertained a variety of fanciful ideas, including a belief in the mythical beings known as fairies. Since that belief, he was fooled in 1920 by two

46

schoolgirl cousins. 47

One day, Elsie Wright and Frances Griffiths returned from a walk in the English countryside with news that they had seen fairies. They had even taken photographs that showed several of the tiny sprites, some dancing in a ring in the grass, some fluttering in front of the girl's faces.

48

Many people were excited when they heard about

this seemingly true and factual proof of the existence of

49

fairies, but Conan Doyle was more excited than most.

To make sure that he wasn't being deceived, Conan Doyle had the original photographic plates examined by experts, however, they found no evidence of double exposures. He then wrote an enthusiastic article

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for *Strand* magazine, being the place in which most of his Sherlock Holmes stories had first appeared, and later wrote a book on the subject titled *The Coming of the Fairies.*

51

46. F. NO CHANGE

G. Because of

H. Concerning

J. For

47. If the writer were to delete the opening sentence of this paragraph (beginning the essay with "Sir Arthur Conan Doyle entertained a variety of fanciful..."), the essay would primarily lose:

A. information that sets up a contrast that follows.

B. an irrelevant but humorous digression.

C. information that explains Doyle's motivations.

D. an important description of the setting.

48. F. NO CHANGE

G. girls' faces.

H. girls faces.

J. girls face's.

49. A. NO CHANGE

B. this seemingly evident but apparent

C. what seemed to be an apparent

D. this apparent

50. F. NO CHANGE

G. who

H. which

J. they

51. A. NO CHANGE

B. in which the magazine where

C. in which

D. being where



Conan Doyle sent a copy of one of the photographs to his friend Harry Houdini, the famous magician and escape artist. Houdini, who devoted considerable effort to exposing hoaxes involving spiritualism and was

52

skeptical about the existence of supernatural beings. 53

When Houdini remained unconvinced by the evidence, Conan Doyle became angry. Though the two

remained cordial, but their friendship was damaged

54

due to the fact that they had the disagreement.

55

Some sixty years later, an elderly Frances Griffiths

56

publicly admitted that her and her cousin had staged the photographs as a practical joke. Shortly after her revelation, computer enhancement revealed the hatpins that were used to prop up the cardboard-cutout fairies.

58

Scientific analysis, since photography was a new art, finally closed the Case of the Trick Photographs.

59

52. F. NO CHANGE  
 G. spiritualism, being  
 H. spiritualism, was  
 J. spiritualism and
53. If the writer were to delete the preceding sentence, the paragraph would primarily lose:  
 A. details that provide an explanation for the friendship between Conan Doyle and Houdini.  
 B. information that helps set the stage for what happens next in the essay.  
 C. a description of the reasons behind Houdini's skepticism about the supernatural.  
 D. nothing at all, since this sentence provides irrelevant information.
54. F. NO CHANGE  
 G. cordial and  
 H. cordial that  
 J. cordial,
55. A. NO CHANGE  
 B. because of the fact that they had a  
 C. due to the fact of their  
 D. by the
56. F. NO CHANGE  
 G. (Do NOT begin new paragraph) After some  
 H. (Begin new paragraph) Since some  
 J. (Begin new paragraph) Some
57. A. NO CHANGE  
 B. her cousin and herself  
 C. she and her cousin  
 D. her cousin and her
58. Which of the following alternatives to the underlined portion would NOT be acceptable?  
 F. that had been used  
 G. the girls used  
 H. using  
 J. used
59. Which choice would best tie the conclusion of this essay to its opening sentence?  
 A. NO CHANGE  
 B. of the kind a modern-day Sherlock Holmes might use,  
 C. which the great Houdini himself would have appreciated,  
 D. a methodology that was still in its infancy,



Question 60 asks about the preceding passage as a whole.

60. Suppose the writer had decided to write an essay that summarizes how beliefs in the supernatural have influenced the writing of famous authors. Would this essay fulfill the writer's goal?
- F. Yes, because the essay makes the point that Conan Doyle's belief in fairies clearly influenced his Sherlock Holmes stories.
  - G. Yes, because the essay indicates that Conan Doyle's disagreement with Houdini motivated him to write about the supernatural.
  - H. No, because the essay argues that the author's belief in fairies and the supernatural did not in any way affect his writing.
  - J. No, because the essay limits its focus to the particular events surrounding one author's reaction to evidence of the supernatural.

**PASSAGE V**

**Her Letters to the World**

Emily Dickinson, one of America's great nineteenth-century poets, was a prolific letter writer. Although her physical contact with the world was limited by caring for her invalid mother and by her own poor health, whose correspondence was

61

extensive: over one thousand letters to upwards of one hundred correspondents. These letters provide insight into her daily life and her poetry.

62

Dickinson's lifetime of letters range from playful to serious. As a young woman she wrote, of pining for a

63

valentine and of visiting the Chinese Museum in Boston. Her letters in later years reveal that she missed friends and

64

- 61. A. NO CHANGE  
B. their  
C. Dickinson's  
D. who's
- 62. F. NO CHANGE  
G. extensive, and over  
H. extensive; over  
J. extensive. Over
- 63. A. NO CHANGE  
B. (Do NOT begin new paragraph) As a young woman, she wrote  
C. (Begin new paragraph) As a young woman, she wrote,  
D. (Begin new paragraph) As a young woman, she wrote
- 64. F. NO CHANGE  
G. visiting to  
H. of her visiting to  
J. of her visiting at



encouraged them to visit. Dickinson stayed in contact with correspondents for many years. In a teasing letter to her brother, she bemoaned the fact that a big barn fire couldn't have waited until he returned to see it, since he "enjoyed

such things so much." Other letters are solemn; speaking

of relatives and friends whom had died.

Perhaps the correspondent who came to know Dickinson best through their thirty-six-year exchange of letters was Emily's friend, sister-in-law, and neighbor, Susan Gilbert Dickinson. Susan was a spiritual, social, and intellectual companion for Emily. In fact, in one letter, Emily stated that Shakespeare was the only person who had taught her more than Susan had.

One significant aspect of this relationship was: that Susan was perhaps the only reader of Emily's poems-in-progress. Letters between the two suggest that Susan might frequently have given feedback on her work, including some of her most famous

poems, composed at her home in Amherst, Massachusetts.

At one point, Emily sent a draft of her poem "Safe in Their

Alabaster Chambers" to Susan, who read the poem. As

65. Given that all of the choices are true, which one best develops the paragraph's focus on the roles that letters played in Emily Dickinson's life?

- A. NO CHANGE
- B. Her personal interests also included keen observation of the natural world around her.
- C. Though she produced volumes of letters, none were shared publicly until after her death.
- D. She enjoyed hearing their news and reflecting with them on political events.

66. F. NO CHANGE  
G. solemn they speak  
H. solemn, speaking  
J. solemn. Speaking

67. A. NO CHANGE  
B. who  
C. who they  
D. of whom

68. F. NO CHANGE  
G. was that Susan  
H. was, that Susan  
J. was that Susan,

69. A. NO CHANGE  
B. her feedback on Emily's  
C. Emily feedback on her  
D. her feedback on her

70. F. NO CHANGE  
G. poems, which varied in form, style, and line length.  
H. poems, most without obvious rhyme.  
J. poems.

71. Given that all the choices are true, which one would most clearly describe an interaction between Susan and Emily during Emily's writing process?

- A. NO CHANGE
- B. liked the poem tremendously.
- C. considered and thought about the poem.
- D. praised the poem but suggested revisions.



a result, Emily wrote two other versions of the second stanza.

72

Dickinson's last twenty years of letters—many over 1,500 words in length—reveals the breadth and depth of

73

one's connection to the world through a wide circle of

74

correspondents. Perhaps, this legacy of letters, explains what she meant when she said that her friends were her “estate.”

75

72. F. NO CHANGE  
 G. rewrote two other alternate  
 H. rewrote two additional alternate  
 J. wrote two alternate revised

73. A. NO CHANGE  
 B. reveal  
 C. will of revealed  
 D. would of revealed

74. F. NO CHANGE  
 G. people's  
 H. her  
 J. their

75. A. NO CHANGE  
 B. Perhaps this, legacy of letters,  
 C. Perhaps this legacy of letters,  
 D. Perhaps this legacy of letters

**END OF TEST 1**

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

### Scoring Keys for the ACT Practice Tests

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a "1" in the blank for each question you answered correctly. Add up the numbers in each subscore area and enter the total number correct for each subscore area in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each subscore area.

#### Test 1: English—Scoring Key

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

Number Correct (Raw Score) for:	
Usage/Mechanics (UM) Subscore Area	_____ (40)
Rhetorical Skills (RH) Subscore Area	_____ (35)
Total Number Correct for English Test (UM + RH)	_____ (75)

\* UM = Usage/Mechanics  
RH = Rhetorical Skills

**TABLE 1****Procedures Used to Obtain Scale Scores From Raw Scores for the ACT Practice Tests**

On each of the four multiple-choice tests on which you marked any responses, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale scores. For each test, locate and circle your raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale score that corresponds to that raw score. As you determine your scale scores, enter them in the blanks provided on the right. The highest possible scale score for each test is 36. The lowest possible scale score for any test on which you marked any response is 1.

Next, compute the Composite score by averaging the four scale scores. To do this, add your four scale scores and divide the sum by 4. If the resulting number ends in a fraction, round it off to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.) Enter this number in the blank. This is your Composite score. The highest possible Composite score is 36. The lowest possible Composite score is 1.

	<b><u>Your Scale Score</u></b>
English	_____
Mathematics	_____
Reading	_____
Science	_____
<b>Sum of scores</b>	_____
<b>Composite score (sum ÷ 4)</b>	_____

NOTE: If you left a test completely blank and marked no items, do not list a scale score for that test. If any test was completely blank, do not calculate a Composite score.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	75	60	38-40	40	36
35	73-74	58-59	37	—	35
34	71-72	56-57	36	39	34
33	70	55	35	—	33
32	69	54	34	38	32
31	68	52-53	—	—	31
30	67	50-51	33	37	30
29	65-66	48-49	32	36	29
28	64	46-47	30-31	35	28
27	62-63	43-45	29	34	27
26	60-61	41-42	28	32-33	26
25	57-59	39-40	27	30-31	25
24	55-56	37-38	26	29	24
23	53-54	35-36	25	27-28	23
22	50-52	33-34	24	25-26	22
21	47-49	31-32	23	23-24	21
20	44-46	30	22	21-22	20
19	42-43	27-29	21	18-20	19
18	39-41	25-26	20	16-17	18
17	37-38	22-24	19	14-15	17
16	34-36	18-21	17-18	13	16
15	30-33	15-17	16	12	15
14	28-29	12-14	14-15	10-11	14
13	26-27	09-11	12-13	09	13
12	24-25	08	10-11	08	12
11	22-23	06-07	08-09	07	11
10	20-21	05	07	06	10
9	18-19	04	06	05	9
8	15-17	—	05	04	8
7	13-14	03	—	03	7
6	10-12	02	04	—	6
5	08-09	—	03	02	5
4	06-07	—	02	—	4
3	04-05	01	—	01	3
2	02-03	—	01	—	2
1	00-01	00	00	00	1