



**ACT Reading
Practice Test**

61C

READING TEST

35 Minutes—40 Questions

DIRECTIONS: There are four passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding oval on your answer document. You may refer to the passages as often as necessary.

Passage I

PROSE FICTION: This passage is adapted from the short story “American History” by Judith Ortiz-Cofer (©1992 by Judith Ortiz-Cofer). The story appeared in the anthology *Iguana Dreams: New Latino Fiction*.

There was only one source of beauty and light for me my ninth grade year. The only thing I had anticipated at the start of the semester. That was seeing Eugene. In August, Eugene and his family had moved
5 into the only house on the block that had a yard and trees. I could see his place from my bedroom window in El Building. In fact, if I sat on the fire escape I was literally suspended above Eugene’s backyard. It was my favorite spot to read my library books in the summer.
10 Until that August the house had been occupied by an old couple. Over the years I had become part of their family, without their knowing it, of course. I had a view of their kitchen and their backyard, and though I could not hear what they said, I knew when they were arguing,
15 when one of them was sick, and many other things. I knew all this by watching them at mealtimes. I could see their kitchen table, the sink, and the stove. During good times, he sat at the table and read his newspapers while she fixed the meals. If they argued, he would leave and
20 the old woman would sit and stare at nothing for a long time. When one of them was sick, the other would come and get things from the kitchen and carry them out on a tray. The old man had died in June. The house had stood empty for weeks. I had had to resist the temptation to
25 climb down into the yard and water the flowers the old lady had taken such good care of.

By the time Eugene’s family moved in, the yard was a tangled mass of weeds. The father had spent several days mowing, and when he finished, from where I sat, I didn’t see the red, yellow, and purple clusters that meant flowers to me. I didn’t see this family sit down at the kitchen table together. It was just the mother, a red-headed tall woman who wore a white uniform; the father was gone before I got up in the morning and was
35 never there at dinner time. I only saw him on weekends when they sometimes sat on lawn-chairs under the oak tree, each hidden behind a section of the newspaper; and there was Eugene. He was tall and blond, and he wore glasses. I liked him right away because he sat at the kitchen table and read books for hours. That
40 summer, before we had even spoken one word to each other, I kept him company on my fire escape.

Once school started I looked for him in all my classes, but P. S. 13 was a huge place and it took me
45 days and many discreet questions to discover Eugene. After much maneuvering I managed “to run into him” in the hallway where his locker was—on the other side of the building from mine—and in study hall at the library where he first seemed to notice me, but did not
50 speak; and finally, on the way home after school one day when I decided to approach him directly, though my stomach was doing somersaults.

I was ready for rejection, snobbery, the worst. But when I came up to him and blurted out: “You’re
55 Eugene. Right?” he smiled, pushed his glasses up on his nose, and nodded. I saw then that he was blushing deeply. Eugene liked me, but he was shy. I did most of the talking that day. He nodded and smiled a lot. In the weeks that followed, we walked home together. He
60 would linger at the corner of El Building for a few minutes then walk down to his house.

I did not tell Eugene that I could see inside his kitchen from my bedroom. I felt dishonest, but I liked my secret sharing of his evenings, especially now that I
65 knew what he was reading since we chose our books together at the school library.

I also knew my mother was unhappy in Paterson, New Jersey, but my father had a good job at the blue-jeans factory in Passaic and soon, he kept assuring us,
70 we would be moving to our own house there. I had learned to listen to my parents’ dreams, which were spoken in Spanish, as fairy tales, like the stories about life in Puerto Rico before I was born. I had been to the island once as a little girl. We had not been back there
75 since then, though my parents talked constantly about buying a house on the beach someday, retiring on the island—that was a common topic among the residents of El Building. As for me, I was going to go to college and become a teacher.

But after meeting Eugene I began to think of the present more than of the future. What I wanted now was to enter that house I had watched for so many years. I wanted to see the other rooms where the old people had lived, and where the boy spent his time. Most of all, I
85 wanted to sit at the kitchen table with Eugene like two adults, like the old man and his wife had done, maybe drink some coffee and talk about books.

GO ON TO THE NEXT PAGE.

1. The main theme of this passage concerns the:
 - A. difficulty of first starting and then maintaining a friendship.
 - B. process of making a new friend and how the friendship changes the narrator.
 - C. problems the narrator has dealing with the loss of her former neighbors.
 - D. differences in the lives led by two pairs of adults who at different times lived in the same house.
2. Which of the following questions is NOT answered by information in the passage?
 - F. Has the narrator ever walked around inside Eugene's house?
 - G. What hobby or interest do Eugene and the narrator share?
 - H. What makes Eugene's house different from other houses on the block?
 - J. What careers other than teaching has the narrator considered pursuing?
3. The narrator draws which of the following comparisons between the old couple and Eugene's parents?
 - A. The old couple were more socially outgoing and had many more friends than Eugene's parents.
 - B. Eugene's parents are just as interested in tending the lawn and flowers as the old couple were.
 - C. Eugene's parents are less nurturing of each other and spend less time together than the old couple did.
 - D. Just like the old man and old woman, both of Eugene's parents appear to have jobs outside the home.
4. In terms of developing the narrative, the last two paragraphs (lines 67–87) primarily serve to:
 - F. provide background details about the narrator and her family in order to highlight the narrator's unique and shifting perspective.
 - G. describe the narrator's family in order to establish a contrast between her parents and Eugene's parents.
 - H. portray the narrator's family in order to show how her friendship with Eugene affected the various members of her family.
 - J. depict the hopes and dreams of the narrator's parents in order to show how her parents' aspirations changed over time.
5. It can most reasonably be inferred from the passage that when the narrator says, "I didn't see the red, yellow, and purple clusters that meant flowers to me" (lines 30–31), she is most nearly indicating that:
 - A. from her current position, she couldn't see the old woman's flowers, which were still growing near the house.
 - B. the flowers grown by the old woman had died because the narrator had stopped watering them.
 - C. the flowers grown by the old woman had been cut down when Eugene's father mowed the lawn.
 - D. the weeds that had grown up in the old couple's lawn had intertwined with the flowers, making the flowers hard to see.
6. According to the narrator, which of the following statements was true about Eugene at the moment when she first talked to him?
 - F. Due to the size of the school, he had not even noticed the narrator until she started talking to him.
 - G. He had searched unsuccessfully for the narrator's locker several different times and had been too shy to ask someone where it was.
 - H. He had first noticed the narrator in study hall but had been uninterested in her until she introduced herself.
 - J. He had apparently taken notice of the narrator at school and had come to like her but felt nervous about introducing himself.
7. When the narrator says, "I began to think of the present more than of the future" (lines 80–81), she most likely means that meeting Eugene led her to:
 - A. shift some of her attention away from her career plans and onto the developing friendship.
 - B. think more about her own work interests than about the career her parents thought she should pursue.
 - C. put off her plans of returning to Puerto Rico for a visit in favor of continuing to prepare for college.
 - D. want to spend more time with him instead of helping her parents plan a vacation to Puerto Rico.
8. The narrator most nearly portrays her parents' dreams as:
 - F. close to being realized because of her father's good job.
 - G. somewhat uncommon among the other residents of the family's building.
 - H. ones she has heard about many times but that seem far off and remote to her.
 - J. ones she shares with her parents and longs to fulfill.
9. The narrator claims that she felt close to the old couple because she had:
 - A. listened in on so many of their conversations over the years.
 - B. helped take care of the old woman's flowers after the woman's husband had died.
 - C. been able to watch them as they moved through their entire house.
 - D. regularly observed them during their mealtimes.
10. Which of the following best describes the narrator's feelings about secretly observing Eugene at his home?
 - F. Joy tinged with suspicion
 - G. Enjoyment mixed with guilt
 - H. Happiness overwhelmed by a sense of betrayal
 - J. Pleasure lessened by having actually met him

Passage II

SOCIAL SCIENCE: This passage is adapted from volume 2 of Blanche Wiesen Cook's biography *Eleanor Roosevelt* (©1999 by Blanche Wiesen Cook).

Eleanor Roosevelt [ER] is the most controversial First Lady in United States history. Her journey to greatness, her voyage out beyond the confines of good wife and devoted mother, involved determination and
5 amazing courage. It also involved one of history's most unique partnerships. Franklin Delano Roosevelt [FDR] admired his wife, appreciated her strengths, and depended on her integrity.

However, ER and FDR had different priorities, occasionally competing goals, and often disagreed. In the White House they ran two distinct and separate courts.

By 1933 [her first year as First Lady], ER was an accomplished woman who had achieved several of her
15 life's goals. With her partners, ER was a businesswoman who co-owned the Val-Kill crafts factory, a political leader who edited and copublished the *Women's Democratic News*, and an educator who co-owned and taught at a New York school for girls.

As First Lady, Eleanor Roosevelt did things that had never been done before. She upset race traditions, championed a New Deal for women, and on certain issues actually ran a parallel administration. On housing and the creation of model communities, for
25 example, ER made decisions and engineered policy.

At the center of a network of influential women who ran the Women's Committee of the Democratic Party led by Molly Dewson, ER worked closely with the women who had dominated the nation's social reform struggles for decades. With FDR's election, the goals of the great progressive pioneers, Jane Addams, Florence Kelley, and Lillian Wald, were at last at the forefront of the country's agenda. ER's mentors since 1903, they had battled on the margins of national politics since the 1880s for public health, universal education, community centers, sanitation programs, and government responsibility for the welfare of the nation's poor and neglected people.

Now their views were brought directly into the
40 White House. ER lobbied for them personally with her new administrative allies, in countless auditoriums, as a radio broadcaster, and in monthly, weekly, and, by 1936, daily columns. Called "Eleanor Everywhere," she was interested in everyone.

Every life was sacred and worthy, to be improved by education, employment, health care, and affordable housing. Her goal was simple, a life of dignity and decency for all. She was uninterested in complex theories, and demanded action for betterment. She feared
50 violent revolution, but was not afraid of socialism—and she courted radicals.

As fascism and communism triumphed in Europe and Asia, ER and FDR were certain that there was a middle way, what ER called an American "revolution without bloodshed." Her abiding conviction, however,
55 was that nothing good would happen to promote the people's interest unless the people themselves organized to demand government responses. A people's movement required active citizen participation, and
60 ER's self-appointed task was to agitate and inspire community action, encourage united democratic movements for change.

Between 1933 and 1938, while the Depression raged and the New Deal unfolded, ER worked with the
65 popular front. She called for alliances of activists to fight poverty and racism at home, and to oppose isolationism internationally.

Active with the women's peace movement, ER spoke regularly at meetings of the Women's International League for Peace and Freedom, and the Conference on the Cause and Cure of War. She departed, however, from pacifist and isolationist positions and encouraged military preparedness, collective security, and ever-widening alliances.

Between 1933 and 1938 ER published countless articles and six books. She wrote in part for herself, to clear her mind and focus her thoughts. But she also wrote to disagree with her husband. From that time to this, no other First Lady has actually rushed for her pen to jab her husband's public decisions. But ER did so routinely, including in her 1938 essay *This Troubled World*, which was a point-by-point rejection of FDR's major international decisions.

To contemplate ER's life of example and responsibility is to forestall gloom. She understood, above all, that politics is not an isolated individualist adventure. She sought alliances, created community, worked with movements for justice and peace. Against great odds, and under terrific pressure, she refused to withdraw
90 from controversy. She brought her network of agitators and activists into the White House, and never considered a political setback a permanent defeat. She enjoyed the game, and weathered the abuse.

11. As she is revealed in the passage, ER is best described as:
- A. socially controversial but quietly cooperative.
 - B. politically courageous and socially concerned.
 - C. morally strong and deeply traditional.
 - D. personally driven but calmly moderate.

12. The author presents ER's accomplishments as exceptional because ER:
- F. brought politically unpopular views to the forefront of the nation's politics.
 - G. was the first public figure to introduce political roles for women.
 - H. was a political pioneer struggling alone for social reform.
 - J. replaced community action with more powerful White House networks.
13. According to the passage, ER believed that social reform should include all of the following EXCEPT:
- A. promoting community action.
 - B. developing universal education.
 - C. supporting affordable housing.
 - D. establishing involved theories.
14. Based on the passage, ER's approach to social reform can best be characterized as:
- F. passionate and theoretical.
 - G. patient and flexible.
 - H. simplistic and isolationist.
 - J. progressive and determined.
15. It can reasonably be inferred from the passage that at the time ER began working for social reform, the United States was:
- A. deeply committed to reforms in education and health care.
 - B. experiencing a time of national prosperity that contributed to ER's ideals concerning the public welfare.
 - C. concentrating on affairs at home due to isolationist policies and the spread of democracy overseas.
 - D. unsupportive of the idea that the government was responsible for the welfare of its poor and neglected.
16. According to the last paragraph, which of the following statements would the author most likely make with regard to ER's vision and ideals?
- F. ER considered politics a game and played only when she knew she could win.
 - G. ER worked with agitators and remained dedicated to the pursuit of justice and peace in victory and defeat.
 - H. ER placed herself in the position of president, making decisions that determined White House policy.
 - J. ER saw herself as the country's role model and personally responsible for bringing about change.
17. In terms of the passage as a whole, one of the main functions of the third paragraph (lines 13–19) is to suggest that:
- A. ER's successes in various professional pursuits helped prepare her to take action in the political world.
 - B. ER had avoided the political spotlight in her personal pursuits.
 - C. ER had competing and conflicting interests during her first year as first lady.
 - D. while ER had many personal accomplishments, little could have prepared her for life as the first lady.
18. According to the passage, the primary principle underlying ER's goals was that:
- F. every person deserved a dignified and decent life.
 - G. as first lady, she could talk about things that had never been discussed before.
 - H. through radio and columns, she could show she was interested in every person.
 - J. she must lead a bloodless American revolution.
19. The passage states that ER believed the relationship between a people and their government should be:
- A. begun and carried out as if it were an isolated, individualist adventure.
 - B. formed and modeled by the White House.
 - C. based on organized, widespread citizen participation.
 - D. controlled through radio broadcasts and formal channels.
20. In the context of the passage, the author's statement that ER "enjoyed the game, and weathered the abuse" (line 93) most nearly means that ER:
- F. enjoyed her individualist adventure in politics even if criticized.
 - G. preferred to be a team player rather than take the lead.
 - H. embraced the political life and accepted criticism as part of her work.
 - J. understood political games and so did not take politics or criticism very seriously.

Passage III

HUMANITIES: This passage is adapted from the essay “The Interior Life” by Annie Dillard, which appeared in her book *An American Childhood* (©1987 by Annie Dillard).

The interior life is often stupid. Its egoism blinds it and deafens it; its imagination spins out ignorant tales, fascinated. It fancies that the western wind blows on the Self, and leaves fall at the feet of the Self for a reason, and people are watching. A mind risks real ignorance for the sometimes paltry prize of an imagination enriched. The trick of reason is to get the imagination to seize the actual world—if only from time to time.

When I was five, I would not go to bed willingly because something came into my room. My sister Amy, two years old, was asleep in the other bed. What did she know? She was innocent of evil. There was no messiness in her, no roughness for things to cling to, only a charming and charmed innocence that seemed then to protect her, an innocence I needed but couldn’t muster. Since Amy was asleep, furthermore, and since when I needed someone most I was afraid to stir enough to wake her, she was useless.

I lay alone and was almost asleep when the thing entered the room by flattening itself against the open door and sliding in. It was a transparent, luminous oblong. I could see the door whiten at its touch; I could see the blue wall turn pale where it raced over it, and see the maple headboard of Amy’s bed glow. It was a swift spirit; it was an awareness. It made noise. It had two joined parts, a head and a tail. It found the door, wall, and headboard; and it swiped them, charging them with its luminous glance. After its fleet, searching passage, things looked the same, but weren’t.

I dared not blink or breathe. If it found another awareness, it would destroy it.

Every night before it got to me it gave up. It hit my wall’s corner and couldn’t get past. It shrank completely into itself and vanished. I heard the rising roar it made when it died or left. I still couldn’t breathe. I knew that it could return again alive that same night.

Sometimes it came back, sometimes it didn’t. Most often, restless, it came back. The light stripe slipped in the door, ran searching over Amy’s wall, stopped, stretched lunatic at the first corner, raced wailing toward my wall, and vanished into the second corner with a cry. So I wouldn’t go to bed.

It was a passing car whose windshield reflected the corner streetlight outside. I figured it out one night.

Figuring it out was as memorable as the oblong itself. Figuring it out was a long and forced ascent to the very rim of being, to the membrane of skin that both separates and connects the inner life and the outer world. I climbed deliberately from the depths like a diver who releases the monster in his arms and hauls

himself hand over hand up an anchor chain till he meets the ocean’s sparkling membrane and bursts through it; he sights the sunlit, becalmed hull of his boat, which had bulked so ominously from below.

I recognized the noise it made when it left. That is, the noise it made called to mind, at last, my daytime sensations when a car passed—the sight and noise together. A car came roaring down hushed Edgerton Avenue in front of our house, stopped, and passed on shrieking as its engine shifted up the gears. What, precisely, came into the bedroom? A reflection from the car’s oblong windshield. Why did it travel in two parts? The window sash split the light and cast a shadow.

Night after night I labored up the same long chain of reasoning, as night after night the thing burst into the room where I lay awake.

There was a world outside my window and contiguous to it. Why did I have to keep learning this same thing over and over? For I had learned it a summer ago, when men with jackhammers broke up Edgerton Avenue. I had watched them from the yard. When I lay to nap, I listened. One restless afternoon I connected the new noise in my bedroom with the jackhammer men I had been seeing outside. I understood abruptly that these worlds met, the outside and the inside. “Outside,” then, was conceivably just beyond my windows.

The world did not have me in mind. It was a coincidental collection of things and people, of items, and I myself was one such item—a child walking up the sidewalk, whom anyone could see or ignore. The things in the world did not necessarily cause my overwhelming feelings; the feelings were inside me, beneath my skin, behind my ribs, within my skull. They were even, to some extent, under my control.

I could be connected to the outer world by reason, if I chose, or I could yield to what amounted to a narrative fiction, to a show in light projected on the room’s blue walls.

21. Which of the following statements best describes the structure of this passage?

- A. It begins and ends with a series of assertions that surround a story used by the narrator to support and elaborate on those assertions.
- B. It contains a highly detailed anecdote that the narrator uses to show how the claims she makes in the first paragraph are wrong.
- C. It compares and contrasts the narrator’s perspective on an incident in her life with the perspectives of several other people, such as her parents.
- D. It consists mainly of a story about a recent event in the narrator’s life that she feels taught her an interesting but ultimately insignificant lesson.

22. In terms of mood, which of the following best describes lines 9–44?
- F. A steadily increasing feeling of tension
 - G. A consistently high level of tension
 - H. A growing feeling of tension that is finally broken
 - J. A feeling of tension frequently undermined by the narrator’s use of irony and humor
23. The narrator develops the third paragraph (lines 19–29) mainly through:
- A. detached philosophical musings on the nature of the object she sees.
 - B. a detailed description of what she did to try to keep the object out of her room.
 - C. sensory details vividly depicting the object and its movements.
 - D. imaginative speculation on what might be causing the object to appear.
24. The narrator indicates that one reason she did not wake her sister Amy when “something” came into their room was because:
- F. Amy had previously asked the narrator to stop waking her up during the night.
 - G. the narrator knew she could muster her own charmed innocence.
 - H. Amy had already figured out what the thing was before going to sleep.
 - J. the narrator was afraid of alerting the thing to her own presence.
25. It can reasonably be inferred from the passage that the narrator regards her initial discovery of the truth about the object entering her bedroom as:
- A. deflating, because the object turned out to be so ordinary.
 - B. disappointing, because she felt she should have solved the mystery many years ago.
 - C. satisfying, because she could at last ignore the object and go to sleep.
 - D. significant, because solving the mystery led to important insights.
26. It can most reasonably be inferred that for the narrator, the image of the diver bursting through “the ocean’s sparkling membrane” (line 52) symbolizes her:
- F. fear of monsters and of the object in her bedroom.
 - G. crossing of the boundary separating her inner and outer lives.
 - H. struggle to maintain the separation between her inner and outer worlds.
 - J. bitterness at entering reality and leaving behind her comforting memories.
27. As it is used in line 87, the phrase “a show in light” most nearly refers to:
- A. a fictional story the narrator has read.
 - B. a movie the narrator saw at a theater.
 - C. the work of reason in linking a person to the outer world.
 - D. a fantasy created by the mind.
28. The narrator uses the images in lines 3–5 primarily to depict the interior life’s tendency to engage in:
- F. deceptive self-absorption.
 - G. vital self-examination.
 - H. useful analysis of nature.
 - J. fierce debates with itself.
29. Which of the following statements best paraphrases lines 5–8?
- A. The imagination lacks value and should be ignored in favor of paying attention to the actual world.
 - B. Reason can enhance the imagination but at the expense of experience in the actual world.
 - C. Rather than become isolated, the imagination should connect to the actual world at least occasionally.
 - D. Reason, not the imagination, is the best way to appreciate and enrich the actual world.
30. By her statements in lines 77–80, the narrator is most nearly asserting that:
- F. in her world, adults are generally considered more important than children.
 - G. she, like everyone and everything else, was a small part of a larger world.
 - H. it still mattered greatly whether people saw or ignored her.
 - J. she was less valuable than other people in her world.

Passage IV

NATURAL SCIENCE: This passage is adapted from “Publish and Punish: Science’s Snowball Effect” by Jon Van (©1997 by The Chicago Tribune Company).

It’s a scientific finding so fundamental that it certainly will make the history books and maybe snag a Nobel Prize if it pans out, but the notion that cosmic snowballs are constantly pelting Earth is something
5 Louis Frank just as soon would have ducked.

Frank is the University of Iowa physicist whose research led him to declare more than a decade ago that Earth is being bombarded by hundreds of house-sized comets day after day that rain water on our planet and
10 are the reason we have oceans. That weather report caused the widely respected scientist to acquire a certain reputation among his colleagues as a bit unstable, an otherwise estimable fellow whose hard work may have pushed him over the edge.

Frank and his associate, John Sigwarth, probably went a way toward salvaging their reputations when they presented new evidence that leaves little doubt Earth is indeed being bombarded by *something* in a manner consistent with Frank’s small-comet theory.
20 Rather than gloating or anticipating glory, Frank seemed relieved that part of a long ordeal was ending. “I knew we’d be in for it when we first put forth the small-comet theory,” Frank conceded, “but I was naive about just how bad it would be. We were outvoted by
25 about 10,000 to 1 by our colleagues. I thought it would have been more like 1,000 to 1.”

To the non-scientist this may seem a bit strange. After all, the point of science is to discover information and insights about how nature works. Shouldn’t every
30 scientist be eager to overturn existing ideas and replace them with his or her own? In theory, that is the case, but in practice, scientists are almost as loath to embrace radically new ideas as the rest of us.

“Being a scientist puts you into a constant schizophrenic existence,” contends Richard Zare, chairman of the National Science Board. “You have to believe and yet question beliefs at the same time. If you are a complete cynic and believe nothing, you do nothing and get
40 nowhere, but if you believe too much, you fool yourself.”

It was in the early 1980s when the small-comet theory started to haunt Frank and Sigwarth, who was Frank’s graduate student studying charged particles called plasmas, which erupt from the sun and cause the
45 aurora borealis (northern lights). As they analyzed photos of the electrical phenomena that accompany sunspots, they noted dark specks appearing in several images from NASA’s Dynamics Explorer 1 satellite. They assumed these were caused by static in the transmission.
50

After a while their curiosity about the dark spots grew into a preoccupation, then bordered on obsession.

Try as they did, the scientists couldn’t find any plausible explanation of the pattern of dark spots that
55 appeared on their images. The notion that the equipment was picking up small amounts of water entering Earth’s upper atmosphere kept presenting itself as the most likely answer.

Based on their images, the Iowa scientists estimated 20 comets an hour—each about 30 feet or so
60 across and carrying 100 tons of water—were bombarding the Earth. At that rate, they would produce water vapor that would add about an inch of water to the planet every 10,000 years, Frank concluded. That may
65 not seem like much, but when talking about a planet billions of years old, it adds up.

Such intimate interaction between Earth and space suggests a fundamentally different picture of human evolution—which depends on water—than is commonly presented by scientists. Frank had great difficulty getting his ideas into a physics journal 11 years ago and was almost hooted from the room when he presented his theory at scientific meetings. Despite the derision, colleagues continued to respect Frank’s main-
70 stream work on electrically charged particles in space and the imaging cameras he designed that were taken aboard recent NASA spacecraft to explore Earth’s polar regions.

Unbeknown to most, in addition to gathering information on the northern lights, Frank and Sigwarth designed the equipment to be able to snatch better views of any small comets the spacecraft might happen upon. It was those images from the latest flights that caused even harsh critics of the small-comet theory to
80 concede that some water-bearing objects appear to be entering Earth’s atmosphere with regularity.

To be sure, it has not been proved that they are comets, let alone that they have anything to do with the oceans. But Frank’s evidence opens the matter up to
90 study. Had he been a researcher of lesser standing, his theory probably would have died long ago.

31. Which of the following conclusions about new theories in science can reasonably be drawn from the passage?
- A. Important new theories will eventually be accepted, no matter how controversial they are or who proposes them.
 - B. Important but unusual new theories have a better chance at acceptance when they are proposed by well-respected scientists.
 - C. Research on new, nontraditional theories is widely respected within the scientific community.
 - D. Scientists welcome the opportunity to overturn existing ideas in favor of useful new theories.

32. Which of the following best describes how Frank's colleagues perceived him after he first presented the small-comet theory?
- F. Their doubts about the theory led them to also question his work on particles in space.
 - G. They felt his theory had ruined his reputation as a widely respected scientist.
 - H. He acquired a reputation among them as someone who had worked hard to develop his theory.
 - J. They still respected his traditional research but felt he was overly committed to an improbable theory.
33. The passage indicates that at the time Frank and Sigwarth presented new evidence supporting the small-comet theory, Frank most nearly felt:
- A. relieved but bitter about how he had been treated.
 - B. grateful that ridicule of his work would end.
 - C. proud that he had been proved right.
 - D. satisfied and filled with anticipation of glory.
34. The author uses the fourth paragraph (lines 27–33) primarily to:
- F. continue his earlier criticisms of scientists.
 - G. reveal the role science serves in society.
 - H. present then undermine common perceptions of scientists.
 - J. explain the difference between theoretical and practical scientific research.
35. According to the passage, the research that led to the development of the small-comet theory began with a project originally intended to study:
- A. the electrical activity accompanying sunspots.
 - B. water entering Earth's upper atmosphere.
 - C. static in satellite transmissions.
 - D. specks in satellite images.
36. The main function of lines 64–66 in terms of the eighth paragraph (lines 59–66) as a whole is to:
- F. give a sense of proportion to the numbers provided earlier in the paragraph.
 - G. point out the limitations of the evidence provided by the Iowa scientists.
 - H. supplement the paragraph's description of the comets with additional details about their size and capacity.
 - J. provide readers with a sense of how old the planet really is.
37. It can reasonably be inferred from the passage that within the scientific community the year the passage was published, the small-comet theory was:
- A. tremendously unpopular and condemned for its incompleteness.
 - B. widely accepted and seen as conclusive.
 - C. regarded as tentative but deemed worthy of consideration.
 - D. seen as correct by most scientists but was highly criticized by some.
38. The author italicizes the word *something* in line 18 most likely to emphasize the:
- F. great skepticism with which critics regard Frank and Sigwarth's new evidence.
 - G. remaining uncertainty about what exactly is bombarding Earth.
 - H. lack of doubt among scientists about the small-comet theory's practical value.
 - J. concern among scientists about the usefulness of Frank and Sigwarth's methods of collecting evidence.
39. When Richard Zare says that scientists lead a "constant schizophrenic existence" (lines 34–35), he most nearly means that they:
- A. often suffer psychologically from the demands of their work.
 - B. tend to be either complete cynics or people who believe too much.
 - C. are often guilty of either doing nothing or of fooling themselves.
 - D. have to maintain a balance between accepting and challenging ideas.
40. It can reasonably be inferred that Frank and Sigwarth conducted the study of the dark specks they found with a:
- F. detached, scientific mindset.
 - G. casual interest that developed into a mild curiosity.
 - H. steadily increasing level of involvement.
 - J. great intensity that began when they discovered the specks.

END OF TEST 3

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

DO NOT RETURN TO A PREVIOUS TEST.

Test 3: Reading—Scoring Key

| | Key | Subscore Area* | | Key | Subscore Area* | | Key | Subscore Area* | |
|-----|-----|----------------|----|-----|----------------|----|-----|----------------|----|
| | | SS | AL | | SS | AL | | SS | AL |
| 1. | B | | | 15. | D | | 29. | C | |
| 2. | J | | | 16. | G | | 30. | G | |
| 3. | C | | | 17. | A | | 31. | B | |
| 4. | F | | | 18. | F | | 32. | J | |
| 5. | C | | | 19. | C | | 33. | B | |
| 6. | J | | | 20. | H | | 34. | H | |
| 7. | A | | | 21. | A | | 35. | A | |
| 8. | H | | | 22. | H | | 36. | F | |
| 9. | D | | | 23. | C | | 37. | C | |
| 10. | G | | | 24. | J | | 38. | G | |
| 11. | B | | | 25. | D | | 39. | D | |
| 12. | F | | | 26. | G | | 40. | H | |
| 13. | D | | | 27. | D | | | | |
| 14. | J | | | 28. | F | | | | |

| Number Correct (Raw Score) for: | |
|---|-------|
| Social Studies/Sciences (SS) Subscore Area | _____ |
| | (20) |
| Arts/Literature (AL) Subscore Area | _____ |
| | (20) |
| Total Number Correct for Reading Test (SS + AL) | _____ |
| | (40) |

* SS = Social Studies/Sciences
AL = Arts/Literature

Test 4: Science—Scoring Key

| Key | Key | Key |
|-------|-------|-------|
| 1. B | 15. C | 29. C |
| 2. J | 16. J | 30. F |
| 3. C | 17. A | 31. D |
| 4. F | 18. F | 32. G |
| 5. A | 19. B | 33. C |
| 6. J | 20. F | 34. J |
| 7. D | 21. B | 35. C |
| 8. G | 22. G | 36. H |
| 9. C | 23. A | 37. D |
| 10. H | 24. H | 38. G |
| 11. D | 25. D | 39. C |
| 12. H | 26. G | 40. J |
| 13. B | 27. B | |
| 14. F | 28. F | |

| Number Correct (Raw Score) for: | |
|---------------------------------------|-------|
| Total Number Correct for Science Test | _____ |
| | (40) |

0661C

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.

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

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 |