Form 74H

(December 2016)

The ACT®

2016|2017

In response to your request for Test Information Release materials, this booklet contains the test questions, scoring keys, and conversion tables used in determining your ACT scores. Enclosed with this booklet is a report that lists each of your answers, shows whether your answer was correct, and, if your answer was not correct, gives the correct answer.

If you wish to order a photocopy of your answer document—including, if you took the writing test, a copy of your written essay—please use the order form on the inside back cover of this booklet.

ACT
PO BOX 168
IOWA CITY, IA 52243-0168

©2016 by ACT, Inc. All rights reserved.
NOTE: This test material is the confidential copyrighted property of ACT, Inc., and may not be copied, reproduced, sold, or otherwise transferred without the prior express written permission of ACT, Inc. Violators of ACT's copyrights are subject to civil and criminal penalties.

Scanned by CamScanner

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

From Word-Cross to a Crossword Craze

In the early 1900s, the "Fun" section of the *New York World*[1] a Sunday supplement that presented puzzles to entertain the newspaper's readers.

One day, in 1913 the section's editor Arthur Wynne,[2] was asked by his superior to create a new puzzle.

Inspired by[3] a game called "Magic Squares" from his childhood, Wynne drew up[4] a variation that used a diamond-shaped grid with numbered squares in rows and columns. The puzzle was to be filled in with the answers to clues that corresponded to the numbered squares. He named his new creation a "word-cross."

After the puzzle's debut in December. Requests[5] from readers came pouring in for more word-crosses. Some readers even submitted puzzles of their own.

1. **A.** NO CHANGE
   B. *World* was
   C. *World*;
   D. *World*,

2. **F.** NO CHANGE
   G. One day in 1913, the section's editor, Arthur Wynne,
   H. One day, in 1913 the section's editor, Arthur Wynne,
   J. One day in 1913 the section's editor Arthur Wynne

3. **A.** NO CHANGE
   B. He was getting inspiration from
   C. He found inspiration from
   D. He became inspired by

4. **F.** NO CHANGE
   G. down
   H. over
   J. to

5. **A.** NO CHANGE
   B. December—requests
   C. December, requests
   D. December; requests

Scanned by CamScanner

Wynne began including a word-cross in his section every week. Usually one he wrote himself but sometimes a reader's submission. Eventually the puzzles became known as "crosswords."

By 1915, reader submissions arrived in such great numbers that, Martha Petherbridge, Wynne's secretary, began assisting Wynne in managing and editing the puzzles. Crossword devotees would complain if there was even a small formatting flaw or factual error in the puzzles, so Petherbridge checked carefully for typographical and content errors prior to printing. She also established firm rules for crossword layouts, including the introduction of square-shaped grids.

By the 1920s, the craze for crosswords went far beyond the *World*'s "Fun" supplement. Songwriters released tunes with crossword-related lyrics. Fashionable women wore crossword-decorated dresses. In line, fans of crosswords in crowds waited at the New York Public Library to use dictionaries to search for puzzle answers. And a fledgling publishing company became an immediate success when in 1924 it released a smash hit: the first book-length collection of crossword puzzles.

6. F. NO CHANGE
   G. week and usually
   H. week—usually
   J. week; usually

7. A. NO CHANGE
   B. that Martha Petherbridge, Wynne's secretary,
   C. that, Martha Petherbridge, Wynne's secretary
   D. that Martha Petherbridge Wynne's secretary

8. If the writer were to delete the underlined portion, the paragraph would primarily lose:
   F. an indication of the importance of the newspaper to Arthur Wynne.
   G. specific details that help the reader understand how seriously crossword enthusiasts took the puzzles.
   H. an explanation of why the author is interested in crossword puzzles.
   J. an indication of readers' frustration with the work of Martha Petherbridge.

9. A. NO CHANGE
   B. prior to printing checked for typographical and content errors carefully.
   C. carefully, checked for errors, prior to printing, both typographical and content.
   D. checked, prior to printing, typographical and content errors, carefully.

10. F. NO CHANGE
    G. In line waited fans of crosswords in crowds
    H. Fans of crosswords in crowds waited in line
    J. Crowds of crossword fans waited in line

11. A. NO CHANGE
    B. themselves
    C. them
    D. one

12. F. NO CHANGE
    G. hit; the
    H. hit the
    J. hit. The

Scanned by CamScanner

Though the 1920s was the time and age when
13
crosswords were at the peak of the public's obsession
13
with crosswords, the puzzles and their cryptic clues
14
continue to captivate audiences.
14

13. A. NO CHANGE
    B. signified that crosswords had reached the top peak
    C. indicated and signaled the peak
    D. marked the height

14. Given that all the choices are true, which one provides the most effective and logical conclusion to this essay?
    F. NO CHANGE
    G. publication of the *New York World* finally ceased in 1931.
    H. puzzles today often use clues that depend on puns and wordplay.
    J. these puzzles are published across the world and in many languages.

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer's primary purpose had been to inform the reader about the origin of the modern crossword puzzle. Would this essay accomplish that purpose?
    A. Yes, because the essay tells how Arthur Wynne became a world-famous crossword writer and inspired many crossword fads.
    B. Yes, because the essay describes both the inspiration for and the development of the crossword puzzle.
    C. No, because the essay instead instructs the reader on the best ways to create crossword puzzles.
    D. No, because the essay instead focuses on Martha Petherbridge's career specifically.

PASSAGE II

A Siletz Speaker

[1]

"*Ghaa-yalh*," Bud Lane says to his young granddaughter. [A] He's using a phrase from the language of his ancestors, words so old that they were spoken

Scanned by CamScanner

thousands of years before Europeans arrived in North America. [16] His goal is to teach her Coastal Athabaskan, a nearly extinct language spoken fluently by only a few members of the Confederated Tribes of Siletz Indians, given that it is the language of their ancestors. [17]

[2]

Alfred (Bud) Lane III didn't grow up along the coast of Oregon, which is where the Siletz Reservation is located. He was born in 1957 in Guam, where his father was stationed in the military. As a young adult, Lane moved to the land of his ancestors to learn everything he could about Siletz culture. [18] The Confederated Tribes of the Grande Ronde created Oregon's first language-immersion program to successfully teach the tribes' preschoolers to speak their native language, Chinuk Wawa. [19] He learned fragments of the Coastal Athabaskan language, as in small pieces of the language, [20] but he longed to converse in it. [B]

16. At this point, the writer is considering adding the following true statement:

"Come here," Lane is saying to the toddler.

Should the writer make this addition here?

F. Yes, because it helps explain why *ghaa-yalh* is one of the easiest Coastal Athabaskan phrases to translate into English.
G. Yes, because it provides a translation of the Coastal Athabaskan phrase quoted earlier, a phrase unfamiliar to most readers.
H. No, because it provides information that's not relevant to the paragraph's focus on describing Lane's granddaughter.
J. No, because the essay later suggests that the phrase Lane speaks to his granddaughter has several meanings in Coastal Athabaskan.

17. A. NO CHANGE
B. Indians, even though it was spoken thousands of years before the arrival of Europeans to North America.
C. Indians. The little girl is his granddaughter.
D. Indians.

18. F. NO CHANGE
G. since he did not grow up on the coast of Oregon or near the Siletz Reservation.
H. considering it was the place to do so.
J. as the purpose of his move.

19. The writer is considering deleting the preceding sentence. Should the sentence be kept or deleted?

A. Kept, because it provides information about Chinuk Wawa, the language of the Confederated Tribes of the Grande Ronde.
B. Kept, because it suggests that the Confederated Tribes of Siletz Indians will be successful in teaching their children Coastal Athabaskan.
C. Deleted, because it doesn't provide information that's relevant to this paragraph's focus on Lane's background.
D. Deleted, because it doesn't state which member of the Confederated Tribes of the Grande Ronde led the tribes' language-immersion program.

20. Which choice provides the most specific examples of the types of fragments of the Coastal Athabaskan language that Lane learned?

F. NO CHANGE
G. such as a few everyday phrases and lyrics to songs,
H. enough for him to be able to speak it a little,
J. something new here and there,

Scanned by CamScanner

[3]

Lane convinced Nellie Orton, a tribal elder who knew
21
the language well but never spoke it in public, to be his teacher. [22] He produced language CDs and created an online Coastal Athabaskan "talking dictionary," of words
23
that had previously existed only in the few speakers' heads. [C]

21. A. NO CHANGE
B. whom
C. she
D. DELETE the underlined portion.

22. Which of the following true statements, if added here, would provide the most logical link to the information about Lane's work that follows in the next sentence?
F. More than half of the Pacific Northwest's approximately thirty indigenous languages are already extinct, and without direct preservation efforts, more will be lost.
G. For the next thirty years, Lane recorded elders' speech and studied the Coastal Athabaskan language, becoming one of the tribe's most fluent speakers.
H. Working with other tribal members, Lane helped design a cedar-plank dance house along the Siletz River.
J. Lane also worked closely with two other tribal elders, Loren Bommelyn and Gladys Bolton.

23. A. NO CHANGE
B. online Coastal Athabaskan, "talking dictionary"
C. online Coastal Athabaskan "talking dictionary"
D. online, Coastal Athabaskan "talking dictionary,"

[4]

In 2003, the tribal council asked Lane whether he
24
were to have started language classes in the community.
25

Still, he soon resigned from his job at the local paper
26
mill and began teaching at the Siletz Valley Charter School. [D] With financial help from a grant awarded to the tribe in 2008, with these funds Lane organized
27
a small staff to develop a formal language curriculum, including instructional materials accessible not only to schoolchildren but to all tribal members.

24. F. NO CHANGE
G. council, asked Lane,
H. council, asked Lane
J. council asked Lane,

25. A. NO CHANGE
B. would start
C. started
D. starts

26. F. NO CHANGE
G. In the same manner, he
H. Nevertheless, he
J. He

27. A. NO CHANGE
B. this is how
C. and then
D. DELETE the underlined portion.

Scanned by CamScanner

[5]

For Lane, a unique knowledge is embedded in the traditions of his forebears, <u>including medical knowledge.</u> [28] Language, he believes, is the life force of a culture, a source of stories, poetry, <u>history,</u> [29] and art. "Language maintains our view of *yuhl*—the world," he says.

28. Given that all the choices are accurate, which one most effectively leads readers into Lane's message in the concluding sentences of the essay?
    - F. NO CHANGE
    - G. and his granddaughter is one of the youngest members of the Tututni tribe.
    - H. several of whom are still living.
    - J. particularly in their language.

29. A. NO CHANGE
    - B. including history,
    - C. the history there,
    - D. with history,

Question 30 asks about the preceding passage as a whole.

30. The writer is considering adding the following true statement to the essay:

    > The dictionary is bilingual and includes both a written English translation of each word and a sound file of the word spoken in both English and Coastal Athabaskan, often by Lane himself.

    If the writer were to add this statement, it would most logically be placed at:

    - F. Point A in Paragraph 1.
    - G. Point B in Paragraph 2.
    - H. Point C in Paragraph 3.
    - J. Point D in Paragraph 4.

PASSAGE III

The Fulton Fish Market

[1]

Walking in Manhattan just south of the Brooklyn Bridge, <u>feeling as if</u> [31] I've been transported back in time. The streets at the South Street Seaport are paved with cobblestones. [A] Bobbing up and down in the East River are <u>several, well-preserved,</u> [32] <u>nineteenth-century</u> [32] multimasted schooners.

31. A. NO CHANGE
    - B. a feeling that is like
    - C. I feel as if
    - D. as though

32. F. NO CHANGE
    - G. several, well-preserved, nineteenth-century,
    - H. several, well-preserved nineteenth-century,
    - J. several well-preserved nineteenth-century

Scanned by CamScanner

The most potent link to the seaport's past, however, is the fishy smell coming from the East River. [33]

[2]

From 1822 to 2005, the Fulton Fish Market served as a vital link between the fishing industry and the New York City fish trade and was considered the most important wholesale fish market on the East Coast. [B] The market would open as early as 3:00 a.m. on weekday mornings, this is when fishing-boat crews would bring their fresh [34] catch in to the East River. [35] The distributors, in turn, would sell the fish to buyers whom [36] purchased seafood for local restaurants and stores.

[3]

[1] As I approached, I could hear a clamor of voices as hundreds of fishmongers and buyers haggled over prices. [2] Rows upon rows of carts and wooden bins packed with ice and seafood was [37] crammed into the building. [3] I remember the first time I visited the market. [4] Anyone new to the market would be overwhelmed by the variety of seafood alone with [38] live blue crabs, half-ton swordfish, twenty-pound tuna fillets, fresh octopus. [39] [5] Dodging forklifts, I made my way past bins of ice lined with fish laid side by side, head to tail, head to tail. [40]

33. Which of the following true statements, if added here, would both introduce the main topic of the essay and provide the best transition to the next paragraph?
    - A. The other major river in New York City is the Hudson River, but I don't find myself walking near the Hudson very often.
    - B. It is a pungent reminder of the fish market that operated here on Fulton Street for nearly two centuries.
    - C. Personally, I don't mind the fishy smell; it reminds me of a once forgotten time.
    - D. The East River separates the island of Manhattan from Brooklyn and Queens.

34. F. NO CHANGE
    - G. on such mornings
    - H. which is when
    - J. DELETE the underlined portion.

35. Given that all the choices are accurate, which one is most relevant at this point in the paragraph?
    - A. NO CHANGE
    - B. to sell to wholesale distributors.
    - C. after spending time at sea.
    - D. for payday.

36. F. NO CHANGE
    - G. those buyers which
    - H. the buyers whose
    - J. buyers who

37. A. NO CHANGE
    - B. has been
    - C. were
    - D. DELETE the underlined portion.

38. F. NO CHANGE
    - G. alone, there were
    - H. alone:
    - J. alone;

39. Which choice best maintains the descriptive pattern established in the list of seafood?
    - A. NO CHANGE
    - B. some other slightly more exotic species.
    - C. something that I think was octopus.
    - D. etc.

40. For the sake of logic and cohesion, Sentence 3 should be placed:
    - F. where it is now.
    - G. before Sentence 1.
    - H. after Sentence 1.
    - J. after Sentence 4.

Scanned by CamScanner

[4]

Today, because of my passing by the building that once was the Fulton Fish Market, I listen to the excited voices of tourists who have come to visit the nearby Seaport Museum and shop at the Seaport Mall. [C] The area is still busy, so the market itself moved in 2005 to the Bronx, where it now operates as the New Fulton Fish Market Cooperative. [D] It's easy to imagine, likewise, the market still echoing around me here on Fulton Street. All I have to do is close my eyes and take a deep breath.

41. A. NO CHANGE
    B. being that I pass
    C. while in passing
    D. as I pass

42. F. NO CHANGE
    G. because
    H. but
    J. or

43. A. NO CHANGE
    B. as a matter of fact,
    C. in other words,
    D. though,

Questions 44 and 45 ask about the preceding passage as a whole.

44. The writer is considering adding the following true sentence to the essay:

    In 1924, for example, the market sold 384 million pounds of fish—25 percent of all seafood sold in the United States.

    If the writer were to add this sentence, it would most logically be placed at:

    F. Point A in Paragraph 1.
    G. Point B in Paragraph 2.
    H. Point C in Paragraph 4.
    J. Point D in Paragraph 4.

45. Suppose the writer's primary purpose had been to give an overview of a historic site by blending facts with personal experiences. Would this essay accomplish that purpose?

    A. Yes, because it outlines the history of the original Fulton Fish Market and describes the central role the narrator played in that history.
    B. Yes, because it provides information about the original Fulton Fish Market through the narrator's memories of the market.
    C. No, because it focuses primarily on the narrator's impression of the Fulton Fish Market site as it exists today.
    D. No, because it focuses on the narrator's research into how the original Fulton Fish Market operated.

PASSAGE IV

Surf's Up

[1]

Snails from the family Janthinidae spend most of their lives upside down, "surfing" the ocean's surface under a cluster of air bubbles they create themselves.

46. F. NO CHANGE
    G. an airy arrangement that almost looks something like a bunch of grapes
    H. a self-made clump of air bubbles
    J. a bunch

Scanned by CamScanner

These "bubble-rafting snails" (janthinids) drift for miles, moving up and down, feeding on jellyfish and other floating prey. [A] They use mucus to create a small raft of tiny air bubbles, permanently attached to the bottom of their bodies, which makes them float in that way. In 2011, University of Michigan graduate student Celia Churchill published a paper that explains how the bubble rafters' incredible way of life evolved.

[2]

Churchill and her team began their research by analyzing and comparing the DNA of several snail families determining the ancestral lineage of bubble-rafting snails.

[B] Churchill, who found in her surprise that bubble rafters are most genetically similar to wentletraps, a snail in the family Epitoniidae. [C] Wentletraps live on the ocean floor, they are creatures that feed on coral and sea anemones, and rarely, if ever, come up to the water's surface. These snails use mucus to bind their eggs together into long strands or egg masses that trail behind them as they glide across the ocean floor. Churchill asserts that is the genetic precursor to bubble rafts.

47. The writer wants to emphasize that janthinids move by drifting passively under the surface of the water. Given that all the choices are true, which one best accomplishes that goal?
    - A. NO CHANGE
    - B. their bubbles peeking through the water's surface,
    - C. wherever the water and wind take them,
    - D. often in groups that travel together,

48. F. NO CHANGE
    - G. float, so therefore they feed on prey that also float like they do.
    - H. like jellyfish and other buoyant prey they feed on.
    - J. buoyant.

49. A. NO CHANGE
    - B. as a determination of
    - C. as determining
    - D. to determine

50. F. NO CHANGE
    - G. Churchill, who was surprised to find
    - H. Churchill was surprised to find
    - J. Churchill found in her surprise

51. A. NO CHANGE
    - B. comparing
    - C. the same
    - D. alike

52. F. NO CHANGE
    - G. these snails, like most in the family Epitoniidae, feed
    - H. they feed
    - J. feeding

53. Which choice both is punctuated correctly and makes most clear that "egg masses" is the term for the long strands of eggs that wentletraps bind together with mucus?
    - A. NO CHANGE
    - B. strands (with egg masses)
    - C. strands, or egg masses,
    - D. strands; egg masses

54. F. NO CHANGE
    - G. these egg masses are
    - H. which are
    - J. it is

Scanned by CamScanner

[3]

According to the biologist, air often gets trapped in the egg masses of female wentletraps, forming small air bubbles. At one point, a wentletrap must have created enough bubbles to cause her to float to the ocean's surface. Given the abundance of jellyfish and other foods on the surface, creating air bubbles and floating—became a survival advantage.

[4]

Churchill argues that though the ability to make bubbles on purpose didn't evolve quickly, while certain lineages of wentletraps did develop this habit. [D] These exceptional snails gave rise to the handful of bubble-rafting snail species known today. Churchill, in explaining how a few bottom-feeding wentletraps became janthinids skimming the ocean's surface, has answered the question of how some snails became surfers.

55. A. NO CHANGE
    B. surface creating air bubbles—
    C. surface, creating air bubbles—
    D. surface creating air bubbles

56. F. NO CHANGE
    G. benefit for the fulfillment of what a wentletrap needs to survive.
    H. beneficiary element in terms of staying alive.
    J. means to the end that is nourishment.

57. A. NO CHANGE
    B. progression through time that led to making
    C. leap for science of making
    D. gifted talent to make

58. F. NO CHANGE
    G. however
    H. whereas
    J. DELETE the underlined portion.

59. A. NO CHANGE
    B. offered an unknown about snails and surfing in her provided explanation.
    C. given an answer to a question relating biologically to surfing snails.
    D. done something about snails that can surf.

Question 60 asks about the preceding passage as a whole.

60. The writer is considering adding the following sentence to the essay:

    Eventually, snails evolved that would use mucus to build small rafts of air bubbles on which they could float to the surface of the ocean to feed.

    If the writer were to add this sentence, it would most logically be placed at:

    F. Point A in Paragraph 1.
    G. Point B in Paragraph 2.
    H. Point C in Paragraph 2.
    J. Point D in Paragraph 4.

Scanned by CamScanner

PASSAGE V

Paris: Where Apiary Meets Opera House

In the 1980s, during time off from a backstage job in the world of Paris opera, Jean Paucton took a beekeeping course at the famous Luxembourg Gardens. Shortly thereafter, the prop expert ordered some.[61] A hive—securely packed, sealed, and humming with life—arrived at Paucton's workplace, the Palais Garnier is[62] a preeminent opera house in the city's historic district.

[1] Paucton's plans to establish[63] the hive to his home in the countryside fell through, and he found himself looking for a place to temporarily store his purchase. [2] Up on the roof, an opera house fireman suggested[64] (who was raising trout in the huge cistern below the Palais Garnier). [3] Paucton's bees have been cared for[65] ever since, high above elaborate productions of *Carmen*, *La Bohème*, and *Così Fan Tutte*. [4] Now in his late seventies, the beekeeper has expanded his project to five hives. [5] The annual harvest has grown to more than one thousand pounds of honey, which he bottles, labels by hand, and sells in nearby specialty shops. [66]

For all its[67] charm, Paucton's story has an increasingly serious dimension.[68] Since the mid-1990s, however,[69] bee populations worldwide have declined

61. **A.** NO CHANGE
    B. some of his very own.
    C. some bees.
    D. his own.

62. **F.** NO CHANGE
    G. Garnier is considered
    H. Garnier serves as
    J. Garnier,

63. **A.** NO CHANGE
    B. transport
    C. land
    D. settle

64. **F.** NO CHANGE
    G. an opera house fireman made the suggestion
    H. suggested an opera house fireman
    J. was an opera house fireman's suggestion

65. Which choice best emphasizes that Paucton's bees lead healthy lives at their opera house location?
    A. NO CHANGE
    B. thriving
    C. present
    D. noted

66. For the sake of logic and cohesion, Sentence 4 should be placed:
    F. where it is now.
    G. before Sentence 1.
    H. after Sentence 1.
    J. after Sentence 2.

67. **A.** NO CHANGE
    B. its'
    C. it's
    D. DELETE the underlined portion.

68. **F.** NO CHANGE
    G. dimensionality about which to consider.
    H. dimension, as relates to importance.
    J. dimensionality of itself.

69. **A.** NO CHANGE
    B. nevertheless,
    C. furthermore,
    D. DELETE the underlined portion.

Scanned by CamScanner

dramatically. Hundreds of thousands of hives have been disappearing every year. Pesticides, pollution, parasites, and disease imperil the insects, which rank among the top pollinators on Earth. Countless crops—apples, cucumbers, almonds, avocados, broccoli, to name a few—simply won't grow as well without bees to pollinate them.

Surprisingly, bees in urban areas, where there are fewer pesticides and a far greater variety of flowering plants and trees, are faring better—by far—then their country cousins. While the disorder, widely known as "colony collapse," defies a simple explanation, experts and amateurs, urban beekeepers among them, have joined the effort to reestablish the health of all bees. The ramifications for the agriculture industry and for the general health of the planet are grander than the grandest opera staged at the Palais Garnier.

70. Which of the following alternatives to the underlined portion would NOT be acceptable?

- **F.** dramatically. More specifically, hundreds
- **G.** dramatically. In fact, hundreds
- **H.** dramatically, hundreds
- **J.** dramatically; hundreds

71. If the writer were to delete the underlined portion, the essay would primarily lose details that:

- **A.** create unnecessary confusion for readers who think of bees as pests.
- **B.** establish the difference between Paucton's bees and bees in the countryside outside Paris.
- **C.** elaborate on a key point being made about bees' central role in world agriculture.
- **D.** suggest why more beekeepers than ever are turning their hobbies into professions.

72.

- **F.** NO CHANGE
- **G.** than their
- **H.** than its
- **J.** then

73.

- **A.** NO CHANGE
- **B.** disorder widely,
- **C.** disorder, widely,
- **D.** disorder widely

74.

- **F.** NO CHANGE
- **G.** them who
- **H.** them, who
- **J.** them

Question 75 asks about the preceding passage as a whole.

75. Suppose the writer's primary purpose had been to bring attention to a pressing environmental issue that was solved through human ingenuity and perseverance. Would this essay accomplish that purpose?

- **A.** Yes, because the essay establishes that Paucton has persevered over many decades to reverse the decimating trend of "colony collapse."
- **B.** Yes, because the essay proves that urban beekeepers and their country cousins have rescued bees from the effects of "colony collapse."
- **C.** No, because the essay does not claim that "colony collapse" is a pressing issue in the global sense, but rather a concern limited to beekeepers.
- **D.** No, because the essay indicates that the problem of "colony collapse" has not yet been solved, though many are involved in seeking a solution.

END OF TEST 1

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

Scanned by CamScanner

December 2016 ACT Test Answers

English

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

71. C 72. G 73. A 74. F 75. D

Scanned by CamScanner