

Chapter 6

Rhetorical Skills

Rhetorical Skills items are unique to the ACT. These items are not based on rules of grammar or punctuation. They ask you about writing and about how you might or might not edit a passage to make it more understandable. These questions are often based on your informed sense of what written English should sound like or in which order ideas should occur in a passage.

These items are not really harder than the sentence structure, grammar, and punctuation items discussed so far, but they are different. Luckily, rhetorical skills items follow very specific formats. Pay close attention to those formats to perform effectively on the ACT.

There are 35 rhetorical-skills questions on the ACT. The questions are divided among strategy, organization, and style.

Strategy	12 items
Organization	11 items
Style	12 items

Strategy

The word **strategy** sounds very substantial. You might even get the idea that you have to detect some detailed or complex strategy in the passage. However, answering strategy questions is simple. Strategy questions on the ACT are one of these two types: transitions and appropriate use.

Transitions

This is the most common type of strategy question, and these are the easiest rhetorical-skills items on the ACT. A **transition** may occur at any point in the passage as the writer uses words to connect thoughts or ideas. It is usually easy to spot transition items because the answer choices consist of transition words or phrases. The transition words usually appear at the beginning of a sentence or a clause, and they frequently connect two clauses.

Following are six categories of transition words and phrases. The first three categories of words occur most frequently. Familiarize yourself with these words and phrases.

Transition Words That Establish a Cause-and-Effect Relationship			
therefore	and so	as a result of	hence
because of	finally	consequently	thus

Transition Words That Show a Continuation			
and	in addition	also	similarly
further	furthermore	then	in other words
that is	by the same token		

Transition Words That Point Out Contrasts and Contradictions			
however	although	but	to the contrary
despite	rather	yet	as opposed to
unlike	nevertheless	not	in contrast to
conversely	on the other hand		

Transition Words That Signal an Explanation		
for example	for instance	that is

Transition Words That Suggest Elements Are Being Ordered			
then	last	next	primarily
before	after	finally	first, second, etc.

Transition Words That Point Out Similarities			
alike	in common	similar to	same

Here are correct and incorrect examples of sentences with transition words.

EXAMPLES

Correct: Jean's ACT score was high because she studied this book.

[The transition word *because* establishes a cause-and-effect relationship between studying this book and receiving a high score.]

Correct: There are 35 rhetorical-skills items, and they are very different from the other ACT English items.

[The transition word *and* shows a continuation in the discussion of rhetorical-skills items.]

Correct: Transition items are supposed to be the easiest; however, you can't take them for granted.

[The transition word *however* correctly points out a contrast. The transition questions are supposed to be the easiest, but you can't take them for granted.]

Incorrect: The school play was a success; however, there was loud applause from the audience.

[The word *however* is not an effective transition between a successful play and loud audience applause. *However* shows a contrast where none exists.]

Corrected: The school play was a success; furthermore, there was loud applause from the audience.

[The transition word *furthermore* continues the statement about the play's success with a statement about the audience's reaction.]

Corrected: The school play was a success; therefore, there was loud applause from the audience.

[The transition word *therefore* shows a cause-and-effect relationship between the play's success and the audience's reaction.]

Sometimes we have to rely on information that is not in the passage to decide if a transition word is effective. Look at the following example.

EXAMPLE

Correct: The play was a success despite the efforts of the stage crew.

[This sentence shows a contrast between the play's success and the efforts of the stage crew. The sentence implies that the stage crew's efforts did not contribute to the play's success. We don't know if this statement is true, but the transition word *despite* is used appropriately here.]

Correct: The play was a success because of the efforts of the stage crew.

[We don't know if this statement is true, but the transition word *because* does correctly show a cause-and-effect relationship between the efforts of the stage crew and the success of the play.]

Let's add some information and see how that changes the transition words. Remember, we were not at the play. We have to rely on the words in the passage.

EXAMPLE

Incorrect: The stage crew did a fantastic job. As a result, the play was not a success.

[It makes no sense to use the transition phrase *as a result*; there is no cause-and-effect relationship between a fantastic job by the stage crew and an unsuccessful play.]

Correct: The stage crew did a fantastic job. Yet, the play was not a success.

[It does make sense to use the transitional word *yet* to show a contrast between a fantastic job by the stage crew and an unsuccessful play.]

Correct: The stage crew did a fantastic job. *As a result*, the play was a success.
[It does make sense to draw a cause-and-effect relationship between the fantastic work of the stage crew and the success of the play.]

The best way to practice ACT transition items is in the ACT format. Start out with model questions and follow up with ACT practice items.

Model ACT Questions

These Model ACT Questions show how this topic might be tested on the real ACT. The answers and explanations immediately follow the questions. Try the questions and then review the answers and the explanations.

It was a beautiful, warm fall day. In spite of this,
I
the walkers wore shorts and short-sleeve shirts.

And yet for a skier, it may not have been the
2
most beautiful day.

1. A. NO CHANGE
B. Therefore,
C. Nevertheless,
D. But,
2. F. NO CHANGE
G. Therefore,
H. And
J. Moreover,

Answers

1. This is a classic transition item. The first sentence tells us it's a warm day. The second sentence tells us the walkers wore shorts and short-sleeve shirts. The phrase *In spite of this* connects the first sentence to the second and also implies a contrast. Because of this transition phrase, we would expect the second sentence not to flow naturally from the first. And yet it does. The phrase *In spite of this* cannot be correct. Choices C and D also imply a contrast.

B is the correct choice.

2. The original wording is correct. This sentence shows a contrast to the previous sentence. Choices G, H, and J imply that there is no contrast between this sentence and the previous sentence.

F is the correct choice.

ACT-Type Questions

Look at the item that matches the number of the underlined part. Pick the best replacement for the underlined part. If the underlined part is the best, select NO CHANGE.

Investment involves many areas of the economy, and it includes business management and finance for households, firms, or governments. That is, ¹ an investment involves the choice to place or lend money. An investment or asset, on the other hand, ² provides the possibility of generating returns.

Nevertheless, ³ investment comes with the risk of the loss of the principal sum. The owner of an investment can assume high risks, and the possibility of losing money is not within his or her control. That is called liability.

As time passes, both prices and interest rates change; consequently, ⁴ the values of the asset and liability also change. A deposit made in a bank, furthermore, ⁵ is assured of gaining a future return or interest.

1. A. NO CHANGE
B. therefore
C. consequently
D. by contrast
2. F. NO CHANGE
G. consequently
H. by the same token
J. in other words
3. A. NO CHANGE
B. As a result of
C. And so
D. Therefore
4. F. NO CHANGE
G. in contrast
H. although
J. in other words
5. A. NO CHANGE
B. by contrast
C. although
D. rather

(Answers on page 163)

Appropriate Use

These are the less common of the strategy questions on the ACT. **Appropriate use** questions ask you whether and how to revise or add content to a passage based on a specific set of criteria. Read the item and the answers carefully to be sure you are providing exactly what the item is asking for. There are no hard-and-fast rules for answering the questions, but there is always only one correct answer.

The first question type asks you to choose a sentence that will be most helpful to the intended reader. The second question type asks you to decide where to add or delete a particular sentence.

These question types make complete sense only in an ACT format, but let's think about these question types a little bit before we get to the actual ACT questions.

EXAMPLES

1. Let's say that you were asked to add a sentence to a passage that gave investment advice. Which one of these four sentences would be acceptable?
 - A. Investing in stocks can be a very risky business.
 - B. If you invest in stocks, diversify your portfolio.
 - C. The major averages such as the DOW and the S&P 500 give important clues to the market's movement.
 - D. ETFs (exchange traded funds) are baskets of stock, usually with a single theme.

All four sentences are true. But only B gives actual advice. This is the correct choice.

2. Consider this question: Should the sentence below be added to the passage that follows?

A stock is an example of an asset and a loan is an example of a liability.

Passage:

As time passes, both prices and interest rates change; consequently, the values of the asset and liability also change. A deposit made in a bank, by contrast, is assured of gaining a future return or interest. Investment is an example of putting things (money or other claims to resources) into others' pockets.

Which choice BEST explains if the author should or should not add the sentence?

- F. No, don't add the sentence because there are other types of liabilities and assets.
- G. Yes, do add the sentence because it clarifies the meanings of *asset* and *liability*.
- H. No, don't add the sentence because the reader should already know this information.
- J. Yes, do add the sentence because more information is always better.

Consider each in turn.

- F. This is true, but that list would be too long to include in this brief paragraph.
- G. This is true, and the argument is sound. It's good to clarify terms.
- H. We don't know if this is true or not because we don't know who the reader is.
- J. This seems false. More information can't *always* be better.

G is the best choice, and the writer should add the sentence to clarify the meanings of the important terms in the passage.

Model ACT Questions

These Model ACT Questions show how this topic might be tested on the real ACT. The answers and explanations immediately follow the questions. Try the questions and then review the answers and the explanations.

[1] Understanding bond yields can be difficult. [2] You have to consider both the price of the bond and the interest rate. [3] When the interest rate on the bond goes up, the price of the bond goes down.

1. Suppose that the author of this passage wanted to give an example of the statement about a bond's interest rate and price found in sentence 3. Which sentence would BEST meet the writer's purpose?
- A. This means that interest rate increases can actually lead to a loss.
 - B. To determine yields on common stock, you usually have to determine only the gain or loss.
 - C. Recently the interest rate on a bond went up 0.1 percent, and the price went down \$0.90.
 - D. Risky bonds can have an interest rate as high as 18 percent, while safer bonds can have an interest rate as low as 5 percent.

Answer Consider each item in turn: Choice A is not an example. It describes the consequences of a rate increase. Choice B has nothing to do with bonds. Choice C is an example. It describes a specific situation in which the interest rate of a bond went up while the price came down. Choice D gives an example but of the interest rates of risky and safe bonds.

C is the correct choice.

Coin collectors place a significant premium on the quality of a coin. Coins in mint condition command the highest prices, followed by coins that have never been circulated. The value of a coin with even minor defects can drop by as much as 50 percent.

2. The author of this passage is considering including this sentence after the first sentence:

Quality is also important for art collectors.

Should the author add the sentence?

- F. Yes, because the sentence emphasizes the importance of quality for collectors.
- G. No, because quality is not as important in artwork since old paintings sell for high prices.
- H. Yes, because the sentence presents an interesting comparison between two types of collecting.
- J. No, because the sentence interrupts the flow of the passage.

Answer This item asks you to evaluate the wisdom of adding a sentence. You have to indicate whether the answer should be yes or no, as well as a reason for your choice.

The sentence "Quality is also important for art collectors" doesn't have much to do with coin collecting. Consider the choices:

Choices F and H give arguments for including the sentence. Choices G and J give plausible arguments for not including the sentence. Your choice is between G and J. Choice J is correct because a sentence about art collectors does not belong in this paragraph. The sentence interrupts the flow of the passage.

J is the correct choice.

ACT-Type Questions

Pick the best answer for each of the following questions.

1. New England winters are cold, so Dr. James Naismith, a physical education professor at what is now Springfield College in Massachusetts, had a hard time keeping his students active in winter gym classes. He thought of some ideas for what activities he could do in an indoor gym, but nothing seemed to work quite well enough. Then he wrote some rules for a new game and attached an old peach basket to an elevated track in the gym. Unlike today's basketball nets, though, the peach basket was closed at the bottom. That meant the ball would have to be taken out by one of the players each time a point was scored.

Which sentence explains what happened after a basket was scored?

- A. A new ball was used in the game.
 - B. The team scoring the basket won the game.
 - C. The bottom of the basket was removed.
 - D. The ball was manually removed from the basket.
2. If somebody got the ball in the basket, that person's team got a point. Whichever team scored the most baskets was the winner. At first, the baskets were attached to gym balconies. However, spectators started interfering with the baskets during games, so a backboard was added. Adding the backboard also allowed for rebound shots. If the ball bounced off the backboard, another player could swoop in and try for another shot.

Which of the following sentences most likely contains specific advice about scoring a rebound shot and can be added to the end of this second paragraph?

- F. Players would simply try to get the ball in the basket and score points as often as possible.
 - G. Players would have to wait until there were no spectators to interfere with their shots.
 - H. The best strategy for players would be to shoot the ball toward the basket and wait underneath the basket for a rebound off the backboard.
 - J. Players would try to angle their shots so the ball would go in the basket.
3. [1] Naismith kept handwritten diaries, which were discovered by his granddaughter. [2] In them, he writes that he was nervous about the new game he had invented. [3] Some of his rules were borrowed from a children's game called Duck on a Rock, but he called the new game Basket Ball. [4] The first official game ended with a score of 1-0.

The author is considering adding this sentence following sentence 4.

The shot was made from 25 feet from the basket.

Should the author add the sentence?

- A. No, because the amount of detail does not match the detail in the remainder of the passage.
- B. Yes, because the sentence adds historical information to the account of the first game.
- C. No, because the author was obviously just guessing at the distance from the basket.
- D. Yes, because the sentence shows the accurate records were kept even at the earliest games.

4. Senda Berenson, a physical education teacher at Smith College, is credited with starting women's basketball when she modified Naismith's rules for women. She met with him to get more details about the game when she was teaching at Smith College. She thought the game could teach good values. She soon organized the first women's collegiate game, in which her freshmen and sophomores played against each other. Eventually, her rules for women's basketball were published when she became the editor of A. G. Spalding's first *Official Basketball Guide for Women*.

Which of the following adds specific information about early rules for women's basketball?

- F. Rules called for points that are scored by getting the ball in the basket.
- G. Rules called for 6 to 9 players per team and for 11 officials.
- H. Rules called for games to be played between players from the same school.
- J. Rules called for players to follow the guidelines from A. G. Spalding's first *Official Basketball Guide for Women*.

5. **1** Dr. James Naismith was central to building college basketball as we know it today. **2** He coached at the University of Kansas for six years and then gave the position to renowned coach Forrest "Phog" Allen. **3** Amos Alonzo Stagg, a protégé of Naismith's, introduced the University of Chicago to basketball, and one of his students became a famous coach at the University of Kentucky.

The author is considering adding the sentence below after sentence 3.

Soon, the standard became five players on a team, but all over America today, two-on-two and three-on-three "street" pickup basketball games are still common.

Should the author add the sentence?

- A. Yes, because the sentence shows that basketball rules became standardized.
- B. No, because the sentence does not fit into the context of the paragraph.
- C. Yes, because the information in the sentence has important historical significance.
- D. No, because once the standard was set at five players per team, no other size team should be discussed.

(Answers on pages 163–164)

Strategy Subtest

This Subtest has the same number and type of strategy items found on the ACT. If you don't know an answer, eliminate the choices you know are incorrect, then guess. Circle the number of any guessed answer. Check pages 164–165 for answers and explanations.

INSTRUCTIONS: Certain words or phrases in the following passage are underlined and numbered. There is a corresponding item for each underlined portion. Each item offers three suggestions for changing the underlined portion to conform to standard written English or to make it understandable or consistent with the rest of the passage. If the underlined portion is not improved by one of the three suggested changes, mark NO CHANGE.

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

Choose the best answer for each question based on the passage. Then fill in the appropriate circle on the answer grid.

1 A B C D	5 A B C D	9 A B C D
2 F G H J	6 F G H J	10 F G H J
3 A B C D	7 A B C D	11 A B C D
4 F G H J	8 F G H J	12 F G H J

[1]

Arthur Conan Doyle's great sleuth, Sherlock Holmes, was superrational, and ¹ the famous author himself was the world's best-known advocate of spiritualism, the belief that human personality survives death and that the living can communicate with the dead. Nevertheless, ³ spiritualism was all the rage around the turn of the twentieth century. Séances, rapping, table turning, automatic writing, and other occult methods of contacting the spirit world attracted thousands. Doyle was the antithesis of a man who would try communicating with the dead; and ⁴ after converting to Spiritualism, he set about trying to convert others. 5

1. A. NO CHANGE
B. since
C. that is
D. but
2. The author deleted the following sentence, which was originally placed after the first sentence.
Even today, people look to psychics for help and advice from other worlds and past lives.
Was deleting the sentence a good decision?
E. No, because it connects the spiritualism of the past to today's reader.
G. No, because it elaborates on spiritualism.
H. Yes, because the information is not relevant to the point and interrupts the flow of the passage.
J. Yes, because people then didn't use psychics.

[2]

Eventually Doyle's obsession seriously
⁶
compromised his reputation and strained his
friendships, most notably with the escape artist
Harry Houdini, who had been a fake medium since
⁷
whose training in the "artifices of conjuring" led
him to approach spiritualism with great skepticism.

⁸ Although the most damaging blow to Doyle's
⁹
good name resulted from his outspoken advocacy
of the existence of fairies, a matter somewhat
fancifully retold in the film *Fairytale—A True
Story*, starring Peter O'Toole as Doyle, which was
released by Paramount Pictures in 1997.

[3]

In 1917, two girls from the Yorkshire village of
¹⁰
Cottingley made fake photographs of themselves
cavorting with fairies. Few took the pictures
seriously, therefore Doyle did. He wrote a book
¹¹
defending their authenticity. ¹²

3. A. NO CHANGE
B. And yet
C. In spite of this
D. Delete *Nevertheless* and correct the capitalization.
4. F. NO CHANGE
G. so
H. however,
J. therefore,
5. The author wants to give an example of Doyle's conversion here. Which sentence or sentences would BEST meet his needs?
 - A. As the creator of Sherlock Holmes, Doyle relied upon facts and proof to support his ideas and theories. However, once he felt he had accumulated the "proof" of spiritualism, Doyle began to share this proof with others.
 - B. Although Doyle created Sherlock Holmes, a man who relied on facts and clues, Doyle himself did not feel he needed proof of communication with the dead. Therefore, throughout his life, Doyle sought to convince others that his belief was right.
 - C. When Doyle created Sherlock Holmes, he described him as a man who believed in spiritualism. Once that belief became outdated, however, Doyle edited those passages out of his books.
 - D. Doyle used to believe in spiritualism. Then he did not, but he convinced others to believe in it.
6. F. NO CHANGE
G. In spite of this.
H. Therefore,
J. However,
7. A. NO CHANGE
B. and
C. but
D. nevertheless

8. The author considers adding the following sentence before sentence 2:
- Houdini's skepticism of Doyle, since he was a friend of Doyle's and a man of renown himself, led to disbelief from other people as well.
- Should he?
- F. Yes, because it shows that Houdini was a friend of Doyle's.
 - G. Yes, because it links the disbelief of one person, Houdini, to that of others.
 - H. No, because the sentence does not logically flow from the sentence before it.
 - J. No, because Houdini did believe in Doyle's fairy stories.
9. A. NO CHANGE
B. Since
C. Perhaps
D. In spite of this
10. F. NO CHANGE
G. Throughout the year of 1917
H. In the nineteenth century
J. Until 1917
11. A. NO CHANGE
B. as a result
C. hence
D. but
12. The author wishes to add a conclusion to the passage. Which sentence fits BEST?
- F. Today, no one really believes in fairies.
 - G. Since the girls did not confess their hoax until 1983, Doyle died in 1930, still a believer.
 - H. In the movie, Peter O'Toole does a great acting job as Doyle.
 - J. Houdini never believed in fairies.

(Answers on pages 164–165)

Organization

Organization items are also unique to the ACT. On the ACT, **organization** items are of two main types.

- Reorder sentences in a paragraph or paragraphs in a passage. This is the most common type of reordering question.
- Place a new sentence in a paragraph or in a passage.

Paragraph Organization

The topic sentence should be the first sentence in a paragraph. The **topic sentence** conveys the main idea of the paragraph. The other sentences in a paragraph should contain details or examples that support the main idea.

The sentences should build on one another in some logical way. They are usually arranged according to one of the following organizational schemes.

Chronological. The sentences appear in time order, usually from earliest to latest.

Sentences in a passage about the Civil War would usually be arranged chronologically, from earlier battles to later battles.

Importance. The sentences present ideas from the most important to the least important.

Sentences in a passage about disease prevention would usually be arranged in order of importance, from the most important practice to the least important practice.

Spatial. Elements in sentences that are arranged spatially are usually arranged from the closest to the farthest.

The sentences in a paragraph about planets in the solar system would usually be arranged spatially, according to the planet's distance from the sun.

Classification. The sentences are arranged according to the classification of things or ideas.

The sentences in a paragraph about healthy eating might be arranged according to the different food groups. The sentences in a paragraph about scientists might be arranged according to whether they are chemists, biologists, and so on.

Compare and contrast. Sentences are arranged to compare or contrast things or ideas.

Sentences in a paragraph about oil drilling might begin with arguments for drilling and then arguments against the idea. A paragraph about the Founding Fathers might alternate sentences about each figure to compare and contrast their views about particular topics.

The last sentence in a paragraph may summarize the paragraph or provide a transition to the ideas that will appear in the next paragraph.

The passages on the ACT will always reveal the paragraph's organization. Reordering, replacing, or adding sentences will always maintain that organization.

Your first focus should be on the topic sentence. This sentence that describes what the passage is about should come first.

Let's look at some examples.

Consider this short paragraph.

[1] *Lad, a Dog* was Terhune's most famous book. [2] Albert Payson Terhune is best known for his books about dogs. [3] He wrote another book titled *Wolf*. [4] The book about *Lad* is still widely read.

Notes:

Look for transition words in paragraphs and in passages. They can help you to figure out the correct order of sentences or paragraphs. For example, if a sentence begins with a word like *however* or *consequently*, you know that the sentence refers to something that should come right before it.

First find the topic sentence. You can tell this paragraph needs some reordering because the topic sentence does not appear first. Sentence 2 is the topic sentence, which tells what the paragraph is about. Sentence 2 should come first.

The sentences in a paragraph like this are usually arranged in order of importance. If sentence 2 is the topic sentence, what's the next important sentence? It is sentence 1, which mentions Terhune's most famous book.

Which sentence should come next? It is sentence 4, which gives more information about *Lad, a Dog*. That leaves sentence 3 as the final sentence in the paragraph.

The correct order of the sentences is 2, 1, 4, 3.

Here is another paragraph:

[1] Martian meteorites that have landed on Earth have also been used to date material. [2] Rocks from the moon provide quite precise age dates. [3] That is because the moon has not undergone plate tectonics and has no atmosphere. [4] Lunar rock samples can also provide dating by direct electron microscope examination.

The sentences are not in the correct order. Suppose the ACT question asks you to correctly order the sentences. There would only be four choices—NO CHANGE, and then three other suggested sentence arrangements.

It looks like the sentences in this paragraph are listed in order of importance.

Find the topic sentence. Most of the information in this paragraph is about the dating of rocks and other material from the moon. That makes sentence 2 the topic sentence. It tells what the entire paragraph is about.

Which sentence should come after sentence 2? The best choice is sentence 3, which explains why the moon provides quite precise age measurements.

Which sentence should come after sentence 3? Only sentences 1 and 4 remain as choices. Sentence 4 is the better choice because it continues the main theme of discussing the dating of lunar samples. That leaves sentence 1 as the correct sentence to conclude the paragraph.

The correct order of the sentences in this paragraph is 2, 3, 4, 1.

Passage Organization

Paragraphs in passages are organized in much the same way that sentences are organized in paragraphs. Passages, however, are much larger structures, and it might help to briefly summarize a passage to better understand the appropriate paragraph order.

Remember that the actual ACT questions give you four choices: NO CHANGE, and then three choices for reordering the passage. This makes reordering passages easier than if you didn't have the answer choices.

Here is one example:

[1]

The interior of Earth is divided into five important layers: the crust, upper mantle, lower mantle, outer core, and inner core.

[2]

Seismic measurements show that the core is divided into two parts, a solid inner core and a liquid outer core extending beyond it to a radius of approximately 3,400 km. The solid inner core was discovered in 1936 and is generally believed to be composed primarily of iron and some nickel. The liquid outer core surrounds the inner core and is believed to be composed of iron mixed with nickel and trace amounts of lighter elements.

[3]

Earth's mantle is the thickest layer. The mantle is composed of silicate rocks that are rich in iron and magnesium relative to the overlying crust. Although the mantle is solid, its high temperatures cause the silicate material to flow on very long timescales. As there is intense and increasing pressure as one travels deeper into the mantle, the lower part of the mantle flows less easily than does the upper mantle.

[4]

The crust is the outermost layer. The thin parts are the oceanic crust, which underlie the ocean basins and are composed of silicate rocks, like basalt. The thicker crust is continental crust, which is less dense and composed of sodium-potassium-aluminum-silicate rocks, like granite.

[5]

The uppermost mantle together with the crust constitutes the lithosphere. The lithosphere is the hard, rigid outer layer of Earth.

Quickly summarize the paragraphs.

1. Mentions five important layers including two core layers, two mantle layers, and the crust.
2. Discusses core.
3. Discusses mantle.
4. Discusses crust.
5. Discusses lithosphere.

The paragraphs are arranged spatially from the inner part of Earth to the outer part.

Paragraph 5 is out of place. It mentions that the lithosphere combines the mantle with the crust, but this is not mentioned in the first paragraph as one of Earth's parts. The best place for this paragraph is after paragraph 1, as extra information. It does not belong between paragraphs 2 and 3 or paragraphs 3 and 4.

Adding Sentences to a Passage

This is the second type of ACT ordering question.

Reading a passage that needs sentences added to it will leave you with the feeling that something is missing. Look back at the passage about dating lunar rocks on page 146. The passage talks about dating rocks, but it never actually tells you anything about the dating. The author of the paragraph might want to add some more specific information.

Suppose an ACT question asks where a sentence should be added. The choice NO CHANGE does not appear for this type of question.

Here is a sentence an ACT question might ask you to add to the lunar rocks passage:

The meteorites have been dated to around 4.5 billion years.

This sentence must refer to the meteorites mentioned in sentence 1. The correct answer to a question about where this sentence should be added would be after sentence 1.

Following is another sentence. After which sentence in the lunar rocks paragraph does it belong?

By electron microscopic examination, lunar rocks have been reliably dated at a maximum of around 4.4 and 4.5 billion years old.

This sentence would come after sentence 4, which discusses electron microscope dating.

Model ACT Questions

These Model ACT Questions show how this topic might be tested on the real ACT. The answers and explanations immediately follow the questions. Try the questions and then review the answers and the explanations.

[1]

[1] Cloudwatching can often tell you what type of front is moving through. [2] For example, a cold front begins with high cirrus clouds. [3] A person can remember the order of convective rain clouds in a front with the mnemonic word CANS. [4] Once you have seen the CANS clouds move through, the front has passed, and the air will probably grow colder. [5] Next come altostratus clouds, nimbostratus (low rain clouds), and finally very low stratus clouds.

[2]

[1] Some clouds are caused by convection. [2] If you've ever been at the beach, you may have seen puffy clouds early in the day. [3] As the day wore on, these puffy clouds may have grown into convective rain clouds. [4] Later in the afternoon there may have been a rain shower or a thunderstorm.

1. Which of the following arrangements of sentences will make paragraph 1 most sensible?

- A. NO CHANGE
- B. 1, 4, 3, 2, 5
- C. 1, 3, 2, 5, 4
- D. 3, 2, 4, 5, 1

2. The author is considering adding this sentence to paragraph 2:

(These convective rain clouds are called cumulonimbus clouds.)

The sentence should be added to the paragraph after sentence:

- F. 1.
- G. 2.
- H. 3.
- J. 4.

Answers

1. This question asks for the most sensible arrangement of the sentences from among the choices given. Remember that you are asked to pick only from the choices given. There are 120 possible arrangements of the five sentences, so work backward from the answers and be flexible.

It doesn't make sense to begin with sentence 3, so eliminate choice D.

Sentence 3 is obviously out of place in the passage, so eliminate choice A. The remaining choices begin with sentence 1, so the question is which sentence should come next—sentence 3 or 4?

Sentence 3 should come next and then sentences 2 and 5 since they give additional information. Sentence 4 clearly sums up the rest of the paragraph, so it should come last.

C is the correct choice.

2. Question 2 asks you to place a new sentence somewhere in paragraph 2. The sentence is in parentheses, so we know that it is either a definition or an explanation. It is a definition.

The sentence defines cumulonimbus clouds as convective rain clouds. Look for one of these terms in the passage. *Convective rain clouds* appears in sentence 3. The definition of convective rain clouds should come right after sentence 3.

H is the correct choice.

ACT-Type Questions

Each paragraph and each sentence is numbered in the passage that follows. Use the numbers to help guide you as you answer each question to the right of the passage.

[1]

[1] When Superman became widely successful in the 1930s, the comic book division of National Publications (they would become DC Comics) asked for more superhero stories. [2] Bill Finger—who collaborated on Batman—remembers, “Kane said he had an idea for a character, and he’d like me to see the drawings. [3] In response, Bob Kane created the Bat-Man. [4] I went over to Kane’s, and he had drawn a character who looked very much like Superman.” [5] The character wore a sort of red-colored tights and a domino mask, but he had no gloves or gauntlets. [6] He had two large wings that made him look like a bat, and the drawing was labeled “BATMAN.”

[2]

[1] In a 1988 comic, “Batman: A Death in the Family,” the Joker kills Robin. [2] Batman works alone until the end of the eighties, and then Tim Drake becomes the

1. What is the BEST order of the first five sentences in paragraph 1?
A. NO CHANGE
B. 1, 2, 3, 6, 4, 5
C. 1, 3, 2, 4, 5, 6
D. 1, 2, 3, 5, 6, 4
2. The author wants to delete a sentence from paragraph 1. The BEST sentence to delete is:
F. sentence 2.
G. sentence 3.
H. sentence 5.
J. sentence 6.
3. What is the BEST order of the sentences in paragraph 2?
A. NO CHANGE
B. 1, 3, 2, 4
C. 1, 3, 4, 2
D. 1, 4, 3, 2

new Robin. [3] As a result, Batman's approach to fighting crime becomes overblown and quite dangerous.

[4] This behavior is his reaction to the loss of Robin.

[3]

[1] In the long run, Batman's relationship with Gotham City's Police Department seriously deteriorates. [2] Batman has had Commissioner Gordon and Harvey Bullock on his side, but they are run out of the department. [3] Batman himself becomes a wanted criminal after one of his plans to fight Gotham City's criminals goes seriously awry. [4] His plan starts a gang war, which ends with the Black Mask ruling all the city's gangs.

[4]

[1] One writer, Grant Morrison, wrote a story line in 2008 called "Batman: R.I.P." in which Batman is broken down by Black Glove. [2] Originally, Batman was not supposed to die, and the story was supposed to continue with DC Comics's *Final Crisis*. [3] The story line was said to end with Batman's (Bruce Wayne's) death. [4] To explain the change, writers created "Last Rites" to show Batman survived to be summoned to the Hall of Justice by the JLA. [5] Batman visits the Hall of Justice and is then kidnapped in the later *Final Crisis*.

[5]

[1] After *Final Crisis*, the comic retraces Batman's experiences when he left Gotham City to "rebuild Batman." [2] After a year being away, Batman comes back with Robin. [3] Later, readers see Batman going through a profound meditation practice. [4] The

4. The author wants to add this sentence to the passage.

The modern story of Batman continues quite a few years later.

Where in the passage should the sentence go?

- F. Before paragraph 1
- G. Before paragraph 2
- H. Before paragraph 3
- J. Before paragraph 5

5. What is the BEST order of the sentences in paragraph 3?

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

6. What is the BEST order of the sentences in paragraph 4?

- F. NO CHANGE
- G. 1, 2, 3, 5, 4
- H. 1, 3, 2, 5, 4
- J. 1, 3, 2, 4, 5

7. What is the BEST order of the sentences in paragraph 5?

- A. NO CHANGE
- B. 2, 1, 3, 4, 5
- C. 2, 1, 3, 5, 4
- D. 2, 1, 5, 4, 3

8. The author wishes to add this sentence in paragraph 5.

Part of this absence shows Batman fighting his fears.

Which is the BEST placement for this sentence?

- F. After sentence 2
- G. After sentence 3
- H. After sentence 4
- J. After sentence 5

meditation practice becomes key to the Batman series. **5** It shows how Batman became a better superhero because he was able to eradicate any remaining fear from his mind.

9. The author wishes to delete a sentence in paragraph 5. Which is the BEST one to delete?

- A. Sentence 2
- B. Sentence 3
- C. Sentence 4
- D. Sentence 5

10. Which is the BEST order of the paragraphs in this passage?

- F. NO CHANGE
- G. 1, 2, 3, 5, 4
- H. 1, 3, 2, 5, 4
- J. 1, 3, 2, 4, 5

(Answers on page 165)

Organization Subtest

This Subtest has the same number and type of organization items found on the ACT. If you don't know an answer, eliminate the choices you know are incorrect, then guess. Circle the number of any guessed answer. Check pages 165–166 for answers and explanations.

INSTRUCTIONS: Each paragraph and each sentence is numbered in the passage that follows. There is a corresponding item for each boxed number, offering three suggestions for changing the paragraph to make it understandable or consistent with the rest of the passage. If the paragraph is not improved by one of the three suggested changes, mark **NO CHANGE**.

Choose the best answer for each question based on the passage. Then fill in the appropriate circle on the answer grid.

1 (A)(B)(C)(D)	5 (A)(B)(C)(D)	9 (A)(B)(C)(D)
2 (F)(G)(H)(J)	6 (F)(G)(H)(J)	10 (F)(G)(H)(J)
3 (A)(B)(C)(D)	7 (A)(B)(C)(D)	11 (A)(B)(C)(D)
4 (F)(G)(H)(J)	8 (F)(G)(H)(J)	

[1]

[1] As the curtain of darkness falls over the land, an entire universe is revealed. [2] Of course, understanding what we see is the goal of all of us who spend hours gazing up at a dark sky. [3] Stars pop out of the velvet darkness, and planets gleam, hiding a deeper truth than a simple telescope can reveal. 1 2

[2]

[1] It took many years before Christiaan Huygens, the 17th-century Dutch astronomer who discovered Saturn's moon, Titan, figured out what he was seeing while observing Saturn. [2] In 1659 he realized that a set of rings surrounded the solar system's second largest planet, a conclusion that had initially escaped Galileo, who first observed the peculiar appendages

1. What is the BEST order of sentences in paragraph 1?

- A. NO CHANGE
- B. 1, 3, 2
- C. 3, 1, 2
- D. 2, 3, 1

2. The author wants to add this sentence to paragraph 1.

The sun is setting over the earth, and the night begins.

Where should it be placed?

- F. After sentence 2
- G. After sentence 3
- H. After sentence 1
- J. Before sentence 1

3. The BEST order of sentences for paragraph 2 is:

- A. NO CHANGE
- B. 1, 3, 2.
- C. 2, 1, 3.
- D. 3, 1, 2.

in 1610. [3] Galileo's later observations indicate that he had some ideas about the rings' true nature, but he never stated them. 3 4

[3]

[1] Try it on your neighbors this fall. [2] Today, even the smallest telescope is powerful enough to reveal the delicate structure of the rings. [3] On first sight through a telescope, Saturn makes most people gasp with surprise. 5 6 7

[4]

[1] Saturn swims among the stars of Pisces the Fish, below the line of dim stars that forms the southern fish. [2] A nearly full moon glides half a degree north of Saturn on October 15. [3] For people in central Africa, Saudi Arabia, and much of Asia (including India, China, and Japan), the moon passes in front of Saturn on this night, occulting it from view. [4] By the end of October, Saturn is clear of the eastern horizon by nightfall and the only bright "star" in that area of sky. 8 9

4. The author wants to add this sentence to paragraph 2.

In fact, Galileo reported to Johannes Kepler that "Saturn consists of three stars in contact with one another."

It would BEST fit:

- F. before sentence 1.
 - G. after sentence 3.
 - H. after sentence 2.
 - J. after sentence 1.
5. The BEST order for the sentences in paragraph 3 is:
- A. NO CHANGE
 - B. 1, 3, 2.
 - C. 3, 2, 1.
 - D. 2, 3, 1.
6. The author wants to delete a sentence (or sentences) in paragraph 3. The BEST one(s) to delete is (are):
- F. 1
 - G. 2 and 3
 - H. 3
 - J. 1 and 2
7. The author then wants to replace the deleted sentence(s) with this one:
- Although Saturn is 780 million miles away, it is astounding owing to its radiance.
- Where in the passage should it go?
- A. At the beginning of paragraph 3
 - B. At the end of paragraph 3
 - C. In the middle of paragraph 3
 - D. At the end of paragraph 2
8. The BEST order for sentences in paragraph 4 is:
- F. NO CHANGE
 - G. 1, 4, 3, 2.
 - H. 4, 1, 2, 3.
 - J. 4, 3, 1, 2.

9. The author wishes to delete one of the sentences in paragraph 4. Which is BEST?
- A. Sentence 4
 - B. Sentence 3
 - C. Sentence 2 and change “this night” in sentence 3 to “October 15”
 - D. Sentence 1

Questions 10 and 11 ask about the passage as a whole.

10. What is the BEST order of paragraphs in this passage?
- F. NO CHANGE
 - G. 4, 2, 3, 1
 - H. 2, 4, 1, 3
 - J. 3, 4, 2, 1

11. The author wants to add the following paragraph.

Despite its great distance, Saturn has been known since ancient times because it glows so brightly. Bright clouds cover every square inch of its huge surface, reflecting 47 percent of the sunlight striking them. This copious amount of reflected sunlight, compared with the mere 12 percent reflectivity of our moon, gives Saturn much of its radiance.

It should be placed:

- A. at the beginning of the essay.
- B. at the end of the essay.
- C. between paragraphs 1 and 2.
- D. between paragraphs 3 and 4.

(Answers on pages 165–166)

Style

Style questions are about how a passage communicates. Like the other rhetorical skills questions, style does not refer to a particular writing style or to the general idea of writing style. Rather, it refers to a limited number of very specific question types found on the ACT. ACT questions will ask you to correct one of three things:

- Redundancy
- Wordiness
- Clichés

Correct redundant or wordy sentences and replace clichés.

ACT testwriters want to know if you can identify parts of passages that are redundant or wordy, or that contain clichés. Let's consider these one at a time.

Redundancy

Redundant parts of a passage repeat information which is not necessary or not essential. This is often referred to as saying the same thing twice. Most often, repeated or reiterated information is redundant. However, there are some times when the extra information is not redundant because it adds meaning to a sentence.

Consider this sentence:

The sign was shaped like a four-sided square.

This sentence contains redundant information. It is enough to say the sign was shaped like a square. All squares have four sides, so *like a four-sided* is redundant and should be removed.

The corrected sentence should read like this:

The sign was shaped like a square.

It is incorrect to rewrite the sentence like this:

The sign has four sides.

This sentence conveys a different meaning from the original. There are many four-sided shapes, and this sentence does not tell us that the four-sided shape was a square.

Consider another sentence:

Two old cars, a convertible and a hardtop, were on view at the car show.

This sentence is correct. The phrase *a convertible and a hardtop* does refer to the two cars, but it adds new information about the cars.

This sentence could not be rewritten like this:

Two old cars were on view at the car show.

The construction above deprives us of information about the cars.

The sentence could not be rewritten this way either:

A convertible and a hardtop were on view at the car show.

This construction leaves out the information that these were old cars. Following are some more examples.

EXAMPLES

Incorrect: The invention was a new innovation.

[The word *new* is redundant because an innovation is new.]

Corrected: The invention was an innovation.

Incorrect: Where are they at?

[The word *at* is redundant because it adds nothing to the sentence.]

Corrected: Where are they?

Incorrect: The flu virus was widespread and extensive.

[The words *widespread* and *extensive* are synonyms and including both of the words adds no extra meaning to the sentence. These words are redundant.]

Corrected: The flu virus was widespread.

or

The flu virus was extensive.

Incorrect: It was an hour after sunset, at night, when the train arrived at the station.

[The words *at night* are redundant because it is always night “an hour after sunset.”]

Corrected: It was an hour after sunset when the train arrived at the station.

Wordiness

Wordy sentences use more words than are necessary to express an idea. One of the most commonly abused wordy phrases is *the fact that*. Another commonly used wordy phrase is *the way in which*.

Consider this sentence:

The fact that he was late created scheduling problems.

This sentence should be rewritten. Here is one possibility:

His lateness created scheduling problems.

Consider this sentence, which has a similar problem:

He was late due to the fact that there was a traffic jam on Main Street.

This sentence also needs to be rewritten. Here is one possibility:

He was late because of a traffic jam on Main Street.

EXAMPLES

Wordy: The way in which the Egyptian pyramids were built is still unknown.

Corrected: The way the Egyptian pyramids were built is still unknown.

Wordy: I love the way in which Ling arranges flowers.

Corrected: I love the way Ling arranges flowers.

Here is a partial list of wordy phrases with possible replacements.

Wordy	Corrected
all the more	even more, more
as a matter of fact	in fact, actually
in order to	to
in terms of	in, by, for
know for certain	know, sure
methodology	method, why
once in a while	occasionally
take a look	look
past experience	experience
personal friend	friend

Clichés

A **cliché** is a trite expression, usually referring to everyday events, which has been used so often that it is stale and out of date. Clichés, some of which are shown below, should always be replaced on the ACT.

Cliché	Meaning
between a rock and a hard place	encountering two equally undesirable choices
beyond the shadow of a doubt	thoroughly proved
dyed-in-the-wool	unable to be changed
easier said than done	easier to talk about than to accomplish
needle in a haystack	difficult to locate
on a silver platter	received without work or effort
sneaking suspicion	assumption without evidence
stubborn as a mule	unwilling or unable to heed advice and change
tried and true	tested and proved to be worthy

Model ACT Questions

These Model ACT questions show how this topic might be tested on the real ACT. The answers and explanations immediately follow the questions. Try the questions and then review the answers and the explanations.

Speaking of the weather, have you ever been outside during sleet (rain that freezes as it falls to earth)?

Sleet and freezing rain are different depending on conditions as they strike the earth. Hail is formed —created— when water droplets are blown again and again into high altitudes, where the droplets freeze over and over.

1. A. NO CHANGE
B. (freezes as it falls to earth)
C. (rain)
D. OMIT the underlined portion.
2. F. NO CHANGE
G. —molded—
H. —structured—
J. OMIT the underlined portion.

Answers

1. Item 1 is a classic redundancy and wordiness question. Notice that choice D is to omit the entire underlined portion, but the words in parentheses are not redundant. They give a useful definition of sleet.

A is the correct choice.

2. Item 2 is another redundancy/wordiness question, and there is a redundancy. The word *created* is just another way of saying *formed*. It has to be removed. Choices G and H are also synonyms for *formed*.

J is the correct choice.

ACT-Type Questions

Look at the item that matches the number of the underlined part. Pick the best replacement for the underlined part. If the underlined part is the best, select NO CHANGE.

Mars Exploration Rover Mission (MER) is an ongoing and continuing robotic space mission involving two rovers, Spirit and Opportunity, exploring the planet Mars. It began in 2003 with the sending of the two rovers—MER-A Spirit and

1. A. NO CHANGE
B. and repeating
C. and recycling
D. OMIT the underlined portion.

MER-B Opportunity—to explore the Martian surface and geology—easier said than done.³ The mission’s scientific objective was to search for the wide range of varied rocks and soils that hold clues to past water activity on Mars.⁴ The mission was part of NASA’s Mars Exploration Program, which includes three previous landers: the two Viking program landers in 1976 and the Mars Pathfinder probe in 1997. The total cost of building, launching, landing, and operating the rovers on the surface for the initial 90-Martian-day (sol) primary mission was \$820 million. Since the rovers have continued to function above and beyond their initial 90-sol primary mission,⁶ they have each received five mission extensions. The fifth and final mission extension was granted in October 2007 and ran to the end of 2009. In July 2007, during the fourth mission extension, dust storms on the surface of the planet of Mars⁷ blocked sunlight to the rovers and threatened the ability of the craft to gather energy through their solar panels because of the dust.⁸ This caused engineers to fear that one or both of them might be permanently disabled. However, they lifted,⁹ allowing scientists to resume operations and forge ahead.¹⁰

2. F. NO CHANGE
G. with hopeful names
H. named after positive human traits
J. OMIT the underlined portion.
3. A. NO CHANGE
B. —a difficult task
C. —often spoken about but seldom accomplished
D. OMIT the underlined portion.
4. F. NO CHANGE
G. varying
H. various
J. OMIT the underlined portion.
5. A. NO CHANGE
B. current
C. subsequent
D. OMIT the underlined portion.
6. F. NO CHANGE
G. beyond the call of duty of
H. beyond
J. OMIT the underlined portion.
7. A. NO CHANGE
B. Martian dust storms
C. storms
D. OMIT the underlined portion.
8. F. NO CHANGE
G. because of the obstruction
H. because of the wind
J. OMIT the underlined portion.
9. A. NO CHANGE
B. it lifted
C. the storms lifted
D. the rovers lifted
10. F. NO CHANGE
G. abort the mission
H. resume the mission
J. OMIT the underlined portion.

(Answers on pages 166–167)

Style Subtest

This Subtest has the same number and type of style items found on the ACT. If you don't know an answer, eliminate the choices you know are incorrect, then guess. Circle the number of any guessed answer. Check page 167 for answers and explanations.

INSTRUCTIONS: Certain words or phrases in the following passage are underlined and numbered. There is a corresponding item for each underlined portion. Each item offers three suggestions for changing the underlined portion to conform to standard written English or to make it understandable or consistent with the rest of the passage. If the underlined portion is not improved by one of the three suggested changes, mark NO CHANGE.

Choose the best answer for each question based on the passage. Then fill in the appropriate circle on the answer grid.

1 A B C D	5 A B C D	9 A B C D
2 F G H J	6 F G H J	10 F G H J
3 A B C D	7 A B C D	11 A B C D
4 F G H J	8 F G H J	12 F G H J

The beauty of some words is natural¹. Consider these, found near the end of aviatrix Beryl Markham's

West With the Night: "Like all oceans, the Indian Ocean seems never to end, and the ships that sail on it are small and slow. They have² no speed, nor any sense of urgency; they do not cross the water, they live on it until³ the land comes home."

It's a satisfying⁴ irony that when a reader goes looking for thrills in the literature of adventure, what he or she often finds—perhaps next to a description of a narrow escape—is an otherworldly passage like the one from Markham's book.

1. The author wishes to describe some words as unreal or mysterious. Which works BEST for this purpose?

- A. NO CHANGE
- B. pedantic
- C. unearthly
- D. normal

2. F. NO CHANGE
G. It has
H. They has
J. The ships have

3. A. NO CHANGE
B. the ocean until
C. them until
D. that until

4. F. NO CHANGE
G. unnatural
H. complete
J. verbal

Authentic adventure, as surely as a sentence of hanging, can concentrate the mind, pacifying it to deeper truth, higher purpose. When starting any of the adventure books mentioned here, prepare yourself for the certainty that you'll discover descriptions you never bargained for.

If you're looking for boring stories of adventure, the literature of the polar regions is a good place to start. Mankind in small parties has been venturing into this geography of beautiful desolation for at least a thousand years, and often him on the trip had decided to take notes. How the enduring interest in the polar regions? For openers, there's the literary gawk factor—readers are drawn to accounts of people who have put themselves at risk, and risk is commonplace in the Arctic and Antarctic. One misstep there and the cold can kill you.

5. A. NO CHANGE
B. pleasing
C. provoking
D. angering
6. F. NO CHANGE
G. the mind
H. the adventure
J. them
7. A. NO CHANGE
B. possibility
C. unlikelihood
D. remote chance
8. F. NO CHANGE
G. uninteresting
H. vapid
J. compelling
9. A. NO CHANGE
B. ugly chaos
C. beautiful chaos
D. remote desolation
10. F. NO CHANGE
G. somebody
H. she
J. he
11. A. NO CHANGE
B. What
C. When
D. Why
12. F. NO CHANGE
G. close-mindedness
H. staring
J. ogling

(Answers on page 167)

ANSWERS

ACT-TYPE QUESTIONS Transitions (page 137)

1. A

No change. The passage correctly uses the transition term *That is* to signal a continuation and to indicate that an explanation follows. The second sentence in the passage gives an example of an investment.

2. G

The passage incorrectly uses *on the other hand* to suggest a contrast between an investment and what the investment provides. But there is a cause-and-effect relationship between an investment and what it provides. Choice G appropriately expresses that relationship.

3. A

No change. The passage correctly uses *Nevertheless* to express a contrast between the potential for returns and the dangers of a loss. None of the other choices reflects this contrast.

4. F

No change. The passage correctly uses *consequently* to point out the cause-and-effect relationship between the change in interest rates and the value of the investment.

5. B

The passage incorrectly uses the word *furthermore* to suggest that the second sentence agrees with and elaborates on the first sentence. But in fact there is a contrast between the risks of an investment and the safety of a bank deposit.

ACT-TYPE QUESTIONS Appropriate Use (pages 140–141)

1. Consider the answers in turn

- A. Incorrect. It makes no sense to use a new ball since there might not be room for a new ball in the basket.
- B. Incorrect. There is nothing in the passage to indicate that the game ended after one basket.
- C. Incorrect. It makes no sense to remove the bottom of the basket during a game, although the bottoms of the baskets were eventually removed before the game began.

D. Correct. This answer makes the most sense. The ball was stuck in the basket after a score and someone had to manually remove the ball.

The correct answer is D.

2. Consider each answer in turn. Remember, the item asks for “specific advice” about scoring a rebound shot.

- F. Incorrect. This may be the best overall strategy, but it has nothing to do with scoring a rebound shot.
- G. Incorrect. The backboard already prevented the spectators from interfering.
- H. Correct. This is the only choice that deals specifically with getting a rebound shot.
- J. Incorrect. Whether the ball was rebounding or not, players would try to angle it in order to make a shot.

The correct answer is H.

3. Consider the answers in turn.

- A. Correct. This may be an interesting point, but it is more detailed than other information in the paragraph.
- B. Incorrect. It is interesting information, but it does not belong in this paragraph.
- C. Incorrect. Actually, it seems this was an accurate measurement and not a guess.
- D. Incorrect. Information about the accuracy of records does not belong in this paragraph.

The correct answer is A.

4. Consider each answer in turn. The important words in the item are “adds specific information about early rules.”

- F. Incorrect. Information about scoring points is not added information.
- G. Correct. This is new information about official rules needed to establish the game.
- H. Incorrect. This is not new information about rules; it just reiterates the description in the paragraph.
- J. Incorrect. This is a tempting answer, but it adds no actual information about the rules.

The correct answer is G.

5. Consider the answers in turn.
- A. Incorrect. This sentence about team size does not belong in the middle of a historic account of famous coaches.
 - B. Correct. The sentence does not fit in the context of the paragraph.
 - C. Incorrect for the same reason that choice A is incorrect.
 - D. Incorrect. Other historical information involving different team sizes may have been appropriate for this paragraph.

The correct answer is **B**.

STRATEGY SUBTEST (pages 142–144)

1. D

The fact that Doyle was an advocate of spiritualism seems to be the opposite of something his superrational detective, Holmes, would believe. Therefore, the correct linking word is *but* because it implies that the two (Holmes and Doyle) are not the same. The word *since* is incorrect because it states that Doyle's spiritualism was caused by Holmes's superrationalism, which is not proved in the paragraphs following. The words *that is* would indicate that the author is elaborating on a previous point, which is not the case.

2. H

While the topic of the deleted sentence makes sense with the rest of the paragraph, the time frame does not. The other sentences refer to Doyle's time, while the deleted sentence refers to our time. Therefore, it makes sense to delete the sentence. J cannot be the correct answer, however, because the following sentences show that people at that time did believe in psychics and spiritualism.

3. D

The word *nevertheless* would mean that although Doyle believed in séances, others did not. Since the next sentence shows that others also believed in séances, A cannot be the right answer. The words *and yet* and *in spite of this* imply the same meaning as *nevertheless*, so they are incorrect also.

4. H

Using the word *however* completes the thought that although Doyle wasn't the type to believe in spiritualism, once he did believe, he tried to convert others. The word *and* simply connects the two thoughts, as if they belonged together, which they don't. It does not make sense that if he weren't the type he would

convert others; therefore, an explanatory word like *however* is needed. The words *so* and *therefore* both imply that he converted others because he was not the type to believe.

5. A

This sentence elaborates on the one before it, showing that he accumulated the "proof" of spiritualism. Sentence B merely summarizes the paragraph without giving an example. There is nothing in the passage to support the idea that Holmes ever believed in spiritualism, and the last choice, D, is the opposite of what the passage states.

6. F

Choices G and J imply that the strain on his relationship caused by his obsession was not related to that obsession and his attempt to convert others. Since this is not the case, they can be ruled out. Choice H implies that his conversion attempts caused his obsession to compromise his friendships. This may be partly true, but other factors, like time, seem to have played a part.

7. B

The word *since* does not make sense. The words *but* and *nevertheless* are also incorrect. They imply that knowing mediums to be fake (as Houdini did) would lead him to believe in spiritualism rather than be skeptical.

8. G

The sentence flows logically from the sentence before it, which already states that Houdini was a friend of Doyle's who did not believe in fairies. Sentence 1 in the paragraph deals with Houdini's skepticism, and sentence 2 has to do with others' disbelief. Therefore, the only logical answer is that it helps show how his obsession compromised many friendships.

9. C

Using either *Although* or *Since* as the opening word makes this sentence a fragment. There is no second half to that thought (such as "although the most damaging blow was this, another factor was . . ."). The phrase *In spite of this* implies that his strained friendship with Houdini was not a damaging blow, which it was.

10. F

The two girls made their photographs at one point in time in the year 1917, which is in the twentieth century. They did not make them all throughout the year, nor did they make any up until that year.

11. D

The words *therefore*, *hence*, and *as a result* imply that Doyle believed the pictures because others did not and no causal link for this is explained. The word *but* merely states that although others didn't believe the pictures, Doyle did.

12. G

The paragraph offers no proof that people today don't believe in fairies or that Houdini never believed in fairies. It is also not concerned with reviewing the movie starring Peter O'Toole. Since the passage gives a brief chronological look at Doyle's belief in spiritualism and fairies, choice G gives the best conclusion to the essay.

ACT-TYPE QUESTIONS Organization
(pages 150–152)

1. C

Sentences 2 and 3 should be switched. Sentence 3 logically follows sentence 1, which states that the comics needed another superhero. Sentence 3 says that Batman was created. Then sentence 2 describes an invitation to come over to see the new creation. The remaining sentences are in the correct order.

2. H

Sentence 5 should be deleted. Sentence 2 is important because it describes a discussion about Batman's creation. Sentence 3 is important because it mentions who created Batman. Sentences 5 and 6 each provide details, but which detail is more important? The mention of the wings in sentence 6 makes it more important because these are a Batman trademark. Sentence 5 is the best candidate for deletion.

3. C

Sentence 3 must follow sentence 1 because it explains Batman's reaction to Robin's death. Sentence 4 must follow sentence 3 because it explains that Batman's reaction is the result of losing Robin. That leaves sentence 2 for the last sentence in the paragraph, which is the logical placement because it describes the next Robin to work with Batman.

4. G

The author is telling a story about the fictional character Batman. The longest break of 70 years in the story is between paragraphs 1 and 2. The beginning of paragraph 2 is the most logical place, of the choices given, to put a sentence that points out that time has passed.

5. A

No change. The sentences in this paragraph follow a clear chronological order. Moving the sentences as suggested in the other choices disrupts this order.

6. J

Sentence 1 must come first. Sentence 3 must follow sentence 1. Sentence 3 refers directly to the proposed conclusion to the story line mentioned in sentence 1. Sentence 2 must follow sentence 3 because sentence 2 explains how the story line was to be changed. Sentences 4 and 5 are in the correct order because paragraph 5 mentions that it follows *Final Crisis*, which is mentioned in sentence 5.

7. A

No change. Sentence 1 must come first because it follows naturally after the last sentence of paragraph 4. The last sentence in paragraph 4 and the first sentence in paragraph 5 both mention the *Final Crisis*. Any choice that does not include sentence 1 as the first sentence must be incorrect.

8. F

This sentence proposed for insertion refers directly to the absence mentioned in sentence 2 and describes what happened during this absence. The added sentence comes naturally after sentence 2.

9. C

Sentence 4 refers to information not included in the paragraph. What is more, the passage is just as effective with sentence 5 following sentence 3.

10. F

The current ordering of the passages shows a continuing chronological development from one paragraph to the next. Moving one of the paragraphs would interfere with that chronological development.

ORGANIZATION SUBTEST (pages 153–155)

1. B

The third sentence, "Stars pop out . . .," makes the most sense if it follows the opening sentence. It is a continuation of the description that begins in that sentence. Then the second sentence adds to the idea of the deeper truth mentioned in sentence 3.

2. J

The additional sentence describes an event that occurs before the current sentence 1. By placing it first, the sentence "As the curtain of darkness . . ." elaborates on the idea that the sun is setting and night begins.

3. A

These sentences make sense as they are now. The second sentence cannot be first because then the reader would not know who the “he” is that realizing something in 1659. Also, the sentence about Galileo cannot go before the opening sentence because then it has no reference—his observations that were later than what?

4. H

This sentence needs to fall between the first mention of Galileo and the final sentence about Galileo’s later observations. The *In fact* means that this follows an initial statement about Galileo’s findings. However, we know the report he gave to Kepler does not mention rings, and therefore it is not one of his “later observations.”

5. D

By moving Sentence 1 to the end of the paragraph, the word *it* makes sense. People gasp with surprise when they look at Saturn through a telescope. So try it on your friends; make them look through the telescope at Saturn.

6. F

This initial sentence makes no sense in paragraph 3 as it stands. The word *it* in the first sentence has no reference—what should the reader try on his or her friends? The other two sentences, however, follow directly from the discussion of Saturn’s rings in the preceding paragraph.

7. B

This sentence explains why people gasp in surprise—because it is so far away yet so astounding. Therefore, it should go after sentence 3.

8. F

The paragraph makes the most sense as it is. The first sentence sets up where Saturn is in the sky. Sentences 2 and 4 explain in chronological order what happens to Saturn in October—the moon passes north of it, and by the end of the month it is the only bright star. Sentence 3 elaborates on sentence 2, giving more information about it.

9. D

Deleting sentence 1 would not affect the overall message of the paragraph. The other three sentences all describe Saturn’s movement in the sky and the movement of other stars or moons in relation to it. Sentence 1 talks about astrology and could, therefore, be deleted.

10. F

The paragraphs make sense as they are. Paragraph 1 describes nightfall and the idea of looking at stars through a telescope. The second paragraph explains a specific instance of observation in relation to a telescope—this one about Saturn. Paragraph 3 elaborates on what we know about Saturn today, and the last tells where to look for Saturn in October.

11. D

This paragraph tells us more about Saturn in general and therefore should fall after paragraph 3 and before paragraph 4 because the last paragraph is much more specific about finding Saturn in the sky.

ACT-TYPE QUESTIONS Style (pages 159–160)

1. D

Continuing and *ongoing* are synonyms, which makes the sentence redundant. Omit *and continuing* to remove the redundancy. Inserting *and repeating* or *and recycling* changes the meaning of the sentence, so neither is correct.

2. F

No change. *Spirit and Opportunity* repeat the meaning of *two rovers*, but this information adds useful detail and is not redundant.

3. B

The original wording *easier said than done* is a cliché meaning “difficult.” Replace the cliché.

4. J

The phrase *wide range* and the word *varied* convey the same meaning in the sentence. Omit *varied* (and don’t use its other word forms presented in the remaining choices) to eliminate the redundancy.

5. A

No change. The word *past* tells us about the time period of the water activity under study. There is no redundancy. Using any of the other word choices changes the meaning of the sentence.

6. H

The rover operated beyond, past, the primary mission time. Saying *above and beyond* or *beyond the call of duty of* is both wordy and cliché. Omitting the phrase completely makes the sentence nonsensical.

7. B

The underlined portion is wordy, but it contains important information, so it cannot be omitted entirely.

Saying just *storms* does not provide enough information, so *Martian dust storms* is the best answer.

8. J

The passage mentioned earlier that dust storms created the problem. It is redundant to state it again. Omit *because of the dust*. The phrase *because of the obstruction* is also redundant, and *because of the wind* does not make sense in the context of the passage.

9. C

The passage presents an unclear pronoun reference: *they*. Choice C makes clear that *they* refers to the storms.

10. J

The phrase *and forge ahead* means the same thing as *resume operations*, and this represents a redundancy. The underlined phrase is also a cliché. Omit *and forge ahead* to remove the redundancy/cliché and do not replace it with the other choices.

STYLE SUBTEST (pages 161–162)

1. C

The word *unearthly* describes something not of this earth, which is, therefore, often unreal. The word *natural* describes something belonging to nature or this earth, which would be very real. The word *pedantic* characterizes someone who is obsessed with conforming to rules, which something mysterious or unreal would not do. Finally, the word *normal* obviously does not mean “mysterious.”

2. F

The sentence is correct the way it is. *It has*, with the singular subject, would have to refer to “the Indian Ocean,” but saying the ocean has no speed doesn’t make sense. *They has* is ungrammatical. *The ships have* is not incorrect, but it is unnecessary—the previous sentence says that the ships are “slow,” so they are the only thing that could have “no speed.”

3. B

The referent *it* could be vague if not spelled out as the ocean, which is what the boats live on.

4. F

Looking for thrills and adventure in a book is ironic because reading is a safe and nonadventurous task. However, the irony is satisfying in that the reader finds that adventure.

5. C

The adventure spurs the mind on to a deeper understanding, or provokes it. *Pleasing* means the same as *pacifying*—this would not urge the mind on but calm it into apathy. Also, the mind is not angered over this higher truth, so D cannot be correct.

6. F

The referent is not vague here; the word *it* clearly refers to the mind mentioned in the previous phrase. Therefore, the sentence does not need to be changed.

7. B

It is not proved that every reader will find descriptions that excite him or her. Also, the word *possibility* relates back to the idea that adventure can concentrate the mind—not will concentrate the mind. Obviously, if there is a possibility of excitement, the choices *unlikelyhood* and *remote chance* cannot be correct.

8. J

The author is trying to promote stories of adventure and, therefore, would not refer to them as *boring*, *vapid*, or *uninteresting*. Instead, they are *compelling*, pushing the reader on to deeper truths.

9. A

The landscape of the polar regions is vast and empty—therefore, the word *chaos* would not work here. Also, chaos promotes a negative feeling, which the author is not trying to promote. Choice D won’t work because it is redundant—most desolate places are also remote.

10. G

The words *he*, *she*, and *him* don’t refer to anyone mentioned in the sentence. Therefore, the correct answer must be *somebody*.

11. D

The only question that makes sense here is *Why*, which refers to cause. *What* refers to place; *when* refers to time; *how* refers to the way something is done.

12. F

The words *ogling* and *staring* don’t work because they are not adjectives. *Gawk* gives the same impression in a more descriptive and accurate way. The word *closed-mindedness* would convey a meaning opposite to what the author is most likely trying to say in this paragraph.