

**Ms. Daniels  
ACT English 11  
Summer Learning Packet**



- Day 1: Phonics- Same Sound
- Day 2: Beginning Paragraph Correction
- Day 3: Intermediate-Using Context Clues
- Day 4: Reading Comprehension
- Day 5: Final Assessment



• Same Sound 1

**Directions:** Find the word that has the same sound as the underlined letter or letters in the first word.

Board sounds like tore.

Example:

<b><u>BOARD</u> :</b>	A. boat <input checked="" type="radio"/> B. tore C. scared D. card
-----------------------	---

1)

<b><u>GROW</u> :</b>	A. town B. more C. house D. both
----------------------	---

2)

<b><u>CRAZY</u> :</b>	A. ball B. place C. nasty D. cap
-----------------------	---

3)

<b><u>EAT</u> :</b>	A. see B. great C. cat D. play
---------------------	---

4)

<b><u>SHY</u> :</b>	A. skate B. day C. eye D. ship
---------------------	---

5)

<b><u>SINK</u> :</b>	A. fine B. think C. time D. pick
----------------------	---

6)

<b><u>BOTTLE</u> :</b>	A. model B. hotel C. little D. puddle
------------------------	--

7)

<b><u>BAG</u> :</b>	A. cake B. bake C. hat D. tea
---------------------	--

8)

<b><u>LOVE</u> :</b>	A. mop B. show C. mouth D. plug
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9)

<b><u>YOU</u> :</b>	A. laugh B. box C. bought D. shoe
---------------------	--

10)

<b><u>CLOCK</u> :</b>	A. move B. rock C. hope D. show
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• Same Sound 2

**Directions:** Find the word that has the same sound as the underlined letter or letters in the first word.

Board sounds like tore.

Example:

<b><u>BO</u>ARD :</b>	A. boat B. <u>to</u> re C. scared D. card
-----------------------	--

1)

<b><u>PA</u>IN :</b>	A. pan B. same C. man D. talk
----------------------	--

2)

<b><u>BA</u>KE :</b>	A. steak B. cat C. pack D. tea
----------------------	---

3)

<b><u>KN</u>IFE :</b>	A. kid B. catch C. name D. play
-----------------------	--

4)

<b><u>LI</u>KE :</b>	A. sink B. think C. sick D. night
----------------------	--

5)

<b><u>RU</u>N :</b>	A. gone B. own C. done D. phone
---------------------	--

6)

<b><u>PL</u>AN :</b>	A. can B. sad C. cake D. mad
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7)

<b><u>SO</u>UND :</b>	A. bone B. loan C. town D. donate
-----------------------	--

8)

<b><u>GO</u> :</b>	A. snow B. move C. ball D. mop
--------------------	---

9)

<b><u>CH</u>OOSE :</b>	A. cruise B. rose C. owes D. please
------------------------	--

10)

<b><u>C</u>UTE :</b>	A. cut B. quiet C. cool D. cucumber
----------------------	--



Example:

• Same Sound 3

**Directions:** Find the word that has the same sound as the underlined letter or letters in the first word.

Board sounds like tore.



<b><u>BOARD</u> :</b>	A. boat <input checked="" type="radio"/> B. tore C. scared D. card
-----------------------	---

1)

<b><u>WHO</u> :</b>	A. pot B. both C. put D. lose
---------------------	--

6)

<b><u>OWN</u> :</b>	A. home B. mouth C. phone D. road
---------------------	--

2)

<b><u>WOMAN</u> :</b>	A. push B. move C. grow D. fool
-----------------------	--

7)

<b><u>MOW</u> :</b>	A. cow B. power C. bone D. join
---------------------	--

3)

<b><u>GLUE</u> :</b>	A. new B. run C. toe D. look
----------------------	---------------------------------------

8)

<b><u>TELL</u> :</b>	A. neck B. peel C. ball D. blink
----------------------	---

4)

<b><u>BOAT</u> :</b>	A. cake B. pot C. soap D. note
----------------------	---

9)

<b><u>WORK</u> :</b>	A. pork B. jerk C. bark D. argue
----------------------	---

5)

<b><u>SIT</u> :</b>	A. eye B. hit C. sink D. think
---------------------	---

10)

<b><u>TELEVISION</u> :</b>	A. cut B. real C. peek D. me
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# Assessment Seventeen

Name \_\_\_\_\_

Read each sentence. Study the underlined part. Fill in the circle that corrects the sentence.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. <u>on may 8, 2000, at 2:00</u>, we will have a chorus program.</p> <p><input type="radio"/> On may, 8, 2000, at 2:00,  <input type="radio"/> On May 8, 2000, at 2:00,  <input type="radio"/> On May 8, 2000, at 2:00,  <input type="radio"/> On May 8 2000, at 2:00.</p>	<p>3. <u>maritas mom asked did you like the program?</u></p> <p><input type="radio"/> Maria's mom asked, "Did  <input type="radio"/> Maria's mom asked, "Did  <input type="radio"/> Marita's mom asked, Did  <input type="radio"/> Maria's Mom asked, "Did</p>	<p>5. <u>When was you comin over?</u></p> <p><input type="radio"/> were you coming  <input type="radio"/> was you coming  <input type="radio"/> were you comin  <input type="radio"/> were you coming?</p>	<p>7. <u>Mom said, "She is gedding beter evry day."</u></p> <p><input type="radio"/> getting better evry day.  <input type="radio"/> getting beter every day."  <input type="radio"/> getting better every day."  <input type="radio"/> gedding better every day."</p>	<p>9. <u>The robins nest were high up in the tree.</u></p> <p><input type="radio"/> robin's nest were  <input type="radio"/> robins nest was  <input type="radio"/> robin's nest was  <input type="radio"/> Robin's nest was</p>
<p>2. <u>Isn't the conner city zoo open every Saturday?</u></p> <p><input type="radio"/> Isn't the conner city zoo  <input type="radio"/> Isn't the Conner City Zoo  <input type="radio"/> Isn't the "Conner City Zoo"  <input type="radio"/> Isn't the Conner City Zoo</p>	<p>4. Jan bought <u>a sandwich chips and a drink.</u></p> <p><input type="radio"/> a Sandwich, Chips, and a Drink.  <input type="radio"/> a sandwich, chips and a drink.  <input type="radio"/> a sandwich, chips, and a drink.  <input type="radio"/> a sandwich, chips, and, a drink.</p>	<p>6. <u>Sharon have lotsa dress in she closet.</u></p> <p><input type="radio"/> has a lot of dress in her  <input type="radio"/> has a lot of dresses in her  <input type="radio"/> has a lot of dresses in her  <input type="radio"/> have a lot of dresses in she</p>	<p>8. <u>Mom asked, where has you been?</u></p> <p><input type="radio"/> Where has you been?  <input type="radio"/> "Where have you been  <input type="radio"/> "Where has you been?"  <input type="radio"/> "Where have you been?"</p>	<p>10. <u>The eggs was small round and blue.</u></p> <p><input type="radio"/> was small round and blue.  <input type="radio"/> were small round and blue.  <input type="radio"/> we're small, round, and blue.  <input type="radio"/> were small, round, and blue.</p>

# Assessment Eighteen

Name \_\_\_\_\_

Read each sentence. Study the underlined part. Fill in the circle that corrects the sentence.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. <u>we reeded a grate book about ocean animals.</u></p> <p><input type="radio"/> We read a great  <input type="radio"/> We read a grate  <input type="radio"/> We red a grate  <input type="radio"/> We reeded a great</p>	<p>3. The bell <u>ringed just as i sitted down.</u></p> <p><input type="radio"/> rang just as i sit down.  <input type="radio"/> rang just as i sat down.  <input type="radio"/> ringed just as i set down.  <input type="radio"/> ringed just as i sitted down.</p>	<p>5. <u>We be haveing a party on april 6.</u></p> <p><input type="radio"/> are having a party on April 6,  <input type="radio"/> be haveing a party on April 6,  <input type="radio"/> be having a party on April 6,  <input type="radio"/> are having a party on april 6.</p>	<p>7. <u>today's hike it were a mile long.</u></p> <p><input type="radio"/> Today's hike it were  <input type="radio"/> Today's hike it were  <input type="radio"/> Today's hike it were  <input type="radio"/> Today's hike was</p>	<p>9. <u>She wont eat no onions.</u></p> <p><input type="radio"/> willn't eat no  <input type="radio"/> won't eat no  <input type="radio"/> want eat any  <input type="radio"/> won't eat any</p>
<p>2. <u>Where does mr and mrs wells live?</u></p> <p><input type="radio"/> do Mr and Mrs Wells  <input type="radio"/> do mr and mrs wells  <input type="radio"/> do Mr. and Mrs. Wells  <input type="radio"/> does Mr. and Mrs. Wells</p>	<p>4. <u>reneee ask how may i help you?</u></p> <p><input type="radio"/> Renee asked, "how may i  <input type="radio"/> Renee ask, "How may i  <input type="radio"/> Renee asked, How may i  <input type="radio"/> Renee asked, "How may i</p>	<p>6. <u>We're going to the pool every monday wednesday and friday.</u></p> <p><input type="radio"/> Monday Wednesday and Friday,  <input type="radio"/> Monday, Wednesday, and Friday,  <input type="radio"/> Monday, Wednesday, and, Friday,  <input type="radio"/> monday, wednesday, and friday.</p>	<p>8. <u>Anton replied, "Yes, id like that."</u></p> <p><input type="radio"/> replied, "Yes, I'd  <input type="radio"/> he replied, "Yes, id  <input type="radio"/> replied, "Yes, I'd  <input type="radio"/> replied "Yes I'd</p>	<p>10. <u>I cant wait until 2:00 this afternoon!</u></p> <p><input type="radio"/> I can't wait until 2:00  <input type="radio"/> I cant wait until 2:00  <input type="radio"/> I can't wait until 2:00  <input type="radio"/> I can't wait until 2:00!</p>

## Beginning Paragraph Correction #12

*Directions: Read the passage below. Then answer questions about errors in the passage.*

Where is that music coming 1) from Emma looks around. She sees women's clothing to her right. 2) she sees men's clothing to her left. She sees 3) childrens clothing 4) in front her. It sounds like someone is 5) plaing a piano. Emma walks down the aisle of the department store. The music gets louder and louder. 6) She enter the jewelry department. The music gets even louder. 7) There is it! A woman is playing the piano in the jewelry department! 8) It sound so nice!

1)

- A. from? Emma
- B. from! Emma
- C. from. Emma
- D. from, Emma

5)

- A. plaeing
- B. playing
- C. plaeying
- D. playeing

2)

- A. She See
- B. She see
- C. She Sees
- D. She sees

6)

- A. is entering
- B. are entering
- C. enters
- D. Correct as is

3)

- A. childs clothing
- B. childs clothings
- C. children's clothing
- D. children's clothings

7)

- A. There it is!
- B. Their it is!
- C. They're it is!
- D. Correct as is

4)

- A. at front of her
- B. in the front of her
- C. on front of her
- D. in front of her

8)

- A. Sounds so nice!
- B. It is sounding so nice!
- C. It sounds so nice!
- D. Correct as is

## Beginning Paragraph Correction #13

**Directions:** Read the passage below. Then answer questions about errors in the passage.

Some days are good and some days are bad. Today is 1) day bad. I woke up 2) very too late. My alarm clock 3) not ring. I ran to take 4) a shower. I didn't have 5) a towel I ran to find a towel. I got dressed. I couldn't find my socks. I 6) finally found my shoes and socks. I ran to the corner to catch the bus. 7) He was leaving. I slowly walked home. Then I saw that my socks were two different colors. I am going back 8) for bed.

- 1)  
 A. bad day  
 B. a bad day  
 C. a day bad  
 D. the day bad

- 5)  
 A. towel. I  
 B. a towel. I  
 C. towel, I  
 D. a towel, I

- 2)  
 A. too much late.  
 B. much too late.  
 C. too late.  
 D. Both B and C are correct.

- 6)  
 A. found final my shoes  
 B. final found my shoes  
 C. found finally my shoes  
 D. Correct as is

- 3)  
 A. not rang  
 B. didnt ring  
 C. didn't ring  
 D. didn't rang

- 7)  
 A. It  
 B. She  
 C. This  
 D. They

- 4)  
 A. shower  
 B. schower  
 C. schawer  
 D. Correct as is

- 8)  
 A. to bed  
 B. at bed  
 C. in the bed  
 D. to the bed

## Beginning Paragraph Correction #14

*Directions: Read the passage below. Then answer questions about errors in the passage.*

Yesterday evening we visited some friends. 1) Their daughter and our daughter are friends. Their daughter 2) have a cat. The cat just had 8 kittens. One kitten followed our daughter all evening. When our daughter sat 3) down the couch, the kitten sat at her feet. When our daughter 4) to outside, the kitten followed her. When it was time to go, the kitten followed our daughter 5) go our car. When we opened the car 6) door the kitten jumped into the car. Our daughter's friend gave 7) the kitten our daughter. We 8) brout it home with us. But I'm allergic to cats!

- 1)  
A. They daughter  
B. Them daughter  
C. They're daughter  
D. Correct as is

- 2)  
A. has cat  
B. has a cat  
C. have cat  
D. Correct as is.

- 3)  
A. on couch  
B. in couch  
C. on the couch  
D. in the couch

- 4)  
A. outside  
B. go outside  
C. go to outside  
D. went outside

- 5)  
A. to our car  
B. go to our car  
C. going our car  
D. went to our car

- 6)  
A. door, the  
B. door. the  
C. door, The  
D. door. The

- 7)  
A. our daughter the kitten  
B. the kitten to our daughter  
C. our daughter to the kitten  
D. Both A and B are correct.

- 8)  
A. brought  
B. broughth  
C. brouht  
D. broguht



## Beginning Paragraph Correction #15

**Directions:** Read the passage below. Then answer questions about errors in the passage.

I'm Elena Guedon. 1) I am from Paris France, but now I live 2) in Chicago Illinois.  
 3) I am divorce. I have one son named Pierre. 4) Pierre is doctor at a large hospital in  
 Chicago. 5) He is planning for get married. His girlfriend Cassie is a surgeon at the  
 hospital. She is older than he is. I am older than my 6) ex-hubsand. 7) So I am worry  
 about Pierre's future. But Pierre is sure 8) that him and Cassie will be happy.

1)

- A. am from Paris France, but
- B. am from Paris, France, but
- C. come from Paris, France, but
- D. Both B and C are correct.

2)

- A. on Chicago Illinois.
- B. in Chicago Illinois.
- C. in Chicago, Illinois.
- D. from Chicago, Illinois.

3)

- A. I got divorce.
- B. I am a divorce.
- C. I am divorced.
- D. I am a divorced.

4)

- A. Pierre is doctor at large hospital
- B. Pierre is doctor at a hospital large
- C. Pierre is a doctor at a large hospital
- D. Pierre is doctor at a hospital large

5)

- A. He plans to get
- B. He plans for get
- C. He is planning to get
- D. Both A and C are correct

6)

- A. x-husband
- B. ex-husband
- C. ex-hunsbad
- D. Correct as is

7)

- A. So I worry
- B. So I am worried
- C. So am I worried
- D. Both A and B are correct

8)

- A. him and Cassie will happy.
- B. Cassie and him will happy.
- C. he and Cassie will be happy.
- D. he and Cassie they will be happy.

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## Intermediate Exercise 3

Use the context to help you define the term in **bold**.

1. I hope we can reach an **amicable** agreement. I don't like to fight.
  - enthusiastic
  - frank
  - shrewd
  - peaceful
  
2. The governor is **astute**. He usually makes good decisions.
  - loving
  - having good judgment
  - untrustworthy
  - careless
  
3. Please give me your **candid** opinion. Don't hold back.
  - loving
  - untrustworthy
  - arrogant
  - frank
  
4. Cheerleaders must be **exuberant** if they want to get the crowd excited.
  - tired
  - enthusiastic
  - loving
  - boring

5. My parents were always careful how they spent their money. Sometimes I felt they were too **frugal**.
- boring
  - thrifty
  - tired
  - loving
6. Her remark was uncalled for and embarrassed the partiers. The remark was downright **gauche**.
- appropriate
  - trusting
  - loving
  - awkward
7. If you are a computer **novice**, it might be best to take a class to learn how a computer operates.
- veteran
  - beginner
  - old hand
  - reader
8. I remained brave and didn't cry when the dentist drilled my tooth. After it was over, he said I was quite **stoic**.
- a catastrophe
  - a baby
  - untrusting
  - not affected by pain
9. The new **accord** assured the people there would be peace.
- agreement
  - disagreement
  - veteran

fight

10 . The typhoon was a **catastrophe**. Many people lost their homes.

- disaster
- business owner
- agreement
- none of the above

*Answer choices in this exercise are randomized and will appear in a different order each time the page is loaded.*

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## Intermediate Exercise 8

Use the context to help you define the term in **bold**.

- 1 . I wasn't able to keep from smoking so I **reverted** to my old behavior.
  - turn into a cloud of smoke
  - wish I could smoke
  - turned back
  - continued to not smoke
  
- 2 . Peace in the Middle East would be a **revelation**.
  - surprising news
  - unrealistic
  - no big deal
  - none of the above
  
- 3 . Police officers often have to **subdue** criminals so no one gets hurt.
  - put them in the police car
  - read them their rights
  - bring under control
  - let go
  
- 4 . When I turned eighteen I moved out of my parents' house and became **autonomous**. I didn't want anyone telling me what to do anymore.
  - self-governing
  - able to drive
  - self serving
  - under control

5. Prices for gasoline have become **exorbitant**, I can hardly afford to fill my tank.

- normal
- very high
- just right
- very low

6. I hope the judges in the beauty contest are **impartial** and not biased.

- low scoring
- high scoring
- bought off
- fair

7. What an **ingenious** idea. Why didn't I think of that?

- clever
- hateful
- loving
- boring

8. His speech went on and on. It seemed **interminable**.

- hateful
- short
- too long
- loving

9. My son was born with a **congenital** heart defect that was corrected when he was two years old.

- existing at birth
- congested
- of the heart
- long overdue

10 . We will only charge a **nominal** fee so more people can attend.

- extremely high
- small amount
- over the top
- exorbitant

*Answer choices in this exercise are randomized and will appear in a different order each time the page is loaded.*

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## Intermediate

### Exercise 9

Use the context to help you define the term in **bold**.

- 1 . I'm going to use a **pseudonym** when I write my book so my family doesn't recognize me.
  - fake name
  - real name
  - typewriter
  - pen
  
- 2 . There was great **pandemonium** in the street during the riot.
  - peace
  - calm
  - pleasure
  - chaos
  
- 3 . When I go to New Mexico, I always go to the top of the Sandia Mountains to get a **panoramic** view of the City of Albuquerque.
  - short
  - wide
  - small
  - narrow
  
- 4 . I think your illness is **psychosomatic** because there seems to be no physical cause.
  - real
  - narrow
  - in your head
  - short



5 . We should **boycott** products made by exploited workers. If the company doesn't sell their product, maybe they will understand our point of view.

- to not buy
- to purchase
- to buy
- to buy for a boy

6 . The little boy was **abducted** from his bedroom sometime during the night.

- brought to
- slept the whole night
- left
- taken away from

7 . Good light and a quiet atmosphere are **conducive** to learning.

- harmful
- lead to
- distract from
- bad for

8 . Did you remember to take all of your **deductions** when you filed your income taxes? It's important to count everything.

- property taxes
- subtractions
- additions
- medical insurance premiums

9 . The whole team felt **dejected** after they lost the final game. They all hung their heads.

- satisfied

- elated
- glad
- sad

10 . If you can't behave, we will have to **eject** you from this game.

- throw you out
- make you play
- keep you silent
- keep you in

*Answer choices in this exercise are randomized and will appear in a different order each time the page is loaded.*

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## • Passage 1 Level 11

Passage

Like many people acting on the desire to eat healthy and local, Acropolis resident Eduardo Jimenez decided to plant a garden in his backyard. He tilled the soil, he planted the seeds, and he even erected a fence to keep out the deer. Eduardo did everything right. Or so it seems. Harvest time has come, and he has not one tomato, bean, or leaf of lettuce to show for his hard work. How did this happen? The answer comes in the form of a small, brown, particularly smelly insect: the stink bug.

Unlike their fastidious cousins, stink bugs feed on some 300 species of plants, including figs, mulberries, corn, and citrus fruits as well as soybeans, legumes, and weeds. Although they do little damage to the plant itself, they make the fruits and vegetables unmarketable. For this reason, stink bugs pose the most serious threat to the big agriculturalists and macro farm operators. Macro farmers have more invested in their produce, and therefore have more to lose. While hobbyists like Eduardo are left to face the disappointment of an unsuccessful garden, macro farmers are forced to live with the loss of entire tracts of cash crops—a fact that has left many barely able to clothe their children or put food on the table. Last season alone, several New Jersey pepper farmers saw 75% of their crops damaged. Pennsylvania lost half of its peach population, and, according to the US Apple Association, apple farmers in the mid-Atlantic states lost \$37 million. This year could be worse.

As a result of this decline in the supply of fresh fruits and vegetables, shoppers have seen adjustments—sometimes quite dramatic—in prices at the grocery store. Prices of apples in Maryland are up 8%. In the north-Atlantic states, prices for peppers shot up an astounding 14%. Not only are these items becoming more expensive, but they are also getting harder to find. Last week, Marge Jenkins of Athens, Georgia reported having to check three different stores before stumbling upon a decent batch of peas. And this, she assures us, is a regular occurrence.

Accidentally brought from Asia, the stink bug has no natural predators in America, and thus its population is soaring. Reported sightings of stink bugs are becoming increasingly numerous, as the desiccated, brown, trapezoidal shells of the dead bugs are ubiquitous in some areas. This has farmers and scientists alike scratching their heads in search of a remedy. Hope, they believe, may lie with an Asian parasitic wasp, which helpfully lays its eggs inside stink bug eggs. The larvae of the wasp devour the stink bug from the inside. Implementation of such a solution is still several years away, as scientists must first determine if it is safe for the wasp to be introduced into America. Until then, some farmers are resorting to homemade traps. Others have even contemplated the use of peacocks and praying mantises, which, they hypothesize, will gulp down the little stinkers.

## Questions

- 1) It is typically a good idea to begin a new paragraph with a transition sentence. Transition sentences are used to introduce a new idea, and to make a smooth shift from the previous paragraph to the next. This helps prevent the reader from getting lost or confused. Using this information, which of the following is the best transition sentence to insert at the beginning of paragraph 2?
  - A. An increasing number of them have been found in North America, occupying over half of the continental United States as well as Mexico and parts of Canada.
  - B. Unbeknownst to Eduardo, the local population of stink bugs has increased dramatically over the last decade, especially in and around the town of Acropolis.
  - C. A member of the Pantatomidae family, stink bugs surprisingly do not share the eating habits of related insects.
  - D. Brown marmorated stink bugs, which first appeared in America in the late 1990s, are now found in over 30 states.
  - E. And this problem isn't specific to Eduardo; it is affecting a wide range of gardeners and farmers alike spanning the continental United States.
  
- 2) Based on its use in paragraph 2, it can be inferred that **fastidious** belongs to which of the following word families?
  - A. forward, assertive, proactive
  - B. demanding, particular, critical
  - C. delicate, insubstantial, frail
  - D. passionate, fervent, avid
  - E. abstemious, moderate, restrained
  
- 3) In paragraph 2, the author most likely refers to people like Eduardo as "hobbyists" in order to
  - A. illustrate the type of person who plants a home garden
  - B. characterize the type of person who is most likely to be affected by stink bugs
  - C. emphasize the idea that gardeners are relatively unskilled compared to farmers
  - D. juxtapose the impact of stink bugs on gardeners with that on farmers
  - E. elucidate the similarities between the gardener and farmer
  
- 4) According to the author, what is the biggest problem resulting from stink bugs?
  - A. Hobbyists like Eduardo Jimenez are unable to eat healthy and local.
  - B. Fresh fruits and vegetables are becoming harder to find.
  - C. Peppers and apples are becoming increasingly scarce.
  - D. The price of fresh fruits and vegetables is increasing.
  - E. Macro farmers are losing their crops.

- 5) Based on the information in paragraph 3, it can be inferred that an increase in supply results in
- A. a decrease in price
  - B. an increase in demand
  - C. low availability
  - D. reduced importance
  - E. higher values
- 6) Which of the following statements would the author most likely agree with?
- A. The fight against stink bugs is hopeless.
  - B. There is a possible remedy to the stink bug problem, but it is unlikely to succeed.
  - C. In hopes of eradicating stink bugs, several solutions are in the works.
  - D. While the stink bug problem is difficult, most believe it to be short-lived.
  - E. Scientists have arrived at a foolproof method for eliminating stink bugs.
- 7) Using the passage as a guide, it can be understood that
- I. Macro farmers commonly use pesticides, artificial hormones, and other synthetic materials.
  - II. Until a solution to the stink bug problem is found, it is probably not a good time to start a home garden in Washington DC.
  - III. Introducing foreign insects to closed environments can cause hazardous imbalances.
- A. I only
  - B. II only
  - C. I and II only
  - D. II and III only
  - E. I, II, and III
- 8) As used in the final paragraph, which of the following describes something that is **ubiquitous**?
- A. On Valentine's Day, our school was littered with little pink love notes. I even found one stuck to my shoe when I got home.
  - B. Ignacio counted eight purple trucks on the way to work today. He is in the market for a new truck and would like to get a color that nobody else already has.
  - C. The copier malfunctioned and showered paper all over the room. It took Earnest twenty minutes to clean it up.
  - D. Upon taking the hot dogs from the fire, flies swarmed the campers. Jaime wished he had brought bug spray.
  - E. In 1849, droves of gold miners fled to California in hopes of striking it rich. Unfortunately, many arrived too late and found nothing but hard times.



## • Passage 2 Level 11

Passage

The average computer user has between 5 and 15 username/password combinations to log in to email accounts, social networking sites, discussion boards, news and entertainment sites, online stores, online banking accounts, or other websites. For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30. Some of these accounts demand that you use a specific number of symbols and digits, while others require you to change your password every 60 days. When you add to this list the codes needed to access things like ATMs, home alarm systems, padlocks, or voicemail, the number of passwords becomes staggering. The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue.

Having to remember so many different passwords is irritating, but it can also be dangerous. Because it is virtually impossible to remember a unique password for each of these accounts, many people leave handwritten lists of usernames and passwords on or next to their computers. Others solve this problem by using the same password for every account or using extremely simple passwords. While these practices make it easier to remember login information, they also make it exponentially easier for thieves to hack into accounts.

Single sign-on (SSO) authentication and password management software can help mitigate this problem, but there are drawbacks to both approaches. SSO authentication can be used for related, but independent software systems. With SSO, users log in once to access a variety of different applications. Users only need to remember one password to log in to the main system; the SSO software then automatically logs the user in to other accounts within the system. SSO software is typically used by large companies, schools, or libraries. Password management software, such as KeePass and Password Safe, is most often used on personal computers. These software programs—which have been built into many major web browsers—store passwords in a remote database and automatically “remember” users’ passwords for a variety of sites.

The problem with both SSO authentication and password management software is that the feature that makes them useful is also what makes them vulnerable. If a user loses or forgets the password required to log in to SSO software, the user will then lose access to all of the applications linked to the SSO account. Furthermore, if a hacker can crack the SSO password, he or she will then have access to all of the linked accounts. Users who rely on password management software are susceptible to the same problems, but they also incur the added threat of passwords being compromised because of computer theft.

Although most websites or network systems allow users to recover or change lost passwords by providing email addresses or answering a prompt, this process can waste time and cause further frustration. What is more, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue.

Some computer scientists have suggested that instead of passwords, computers rely on biometrics. This is a method of recognizing human users based on unique traits, such as fingerprints, voice, or DNA. Biometric identification is currently used by some government agencies and private companies, including the Department of Defense and Disney World. While biometrics would certainly eliminate the need for people to remember passwords, the use of biometrics raises ethical questions concerning privacy and can also be expensive to implement.

The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue. Until they find the perfect solution, however, everyone will simply have to rely on the flawed password system currently in place.

### Questions

- 1) Which of the following best describes the organization of the passage?
  - A. The passage organizes ideas in order of increasing importance.
  - B. The author presents an argument and then uses evidence to dismiss opposing views.
  - C. The author explains a problem, explores solutions, and then dismisses these solutions as inadequate.
  - D. The author explains a problem and then persuades readers to agree with his or her solution to the problem.
  - E. The author explains a problem, contextualizes the problem, and ultimately dismisses it as an unnecessary concern.
  
- 2) The passage discusses all of the following solutions to password fatigue except
  - A. writing the passwords down on a piece of paper
  - B. voice-recognition software
  - C. KeePass
  - D. using very simple passwords
  - E. intelligent encryption
  
- 3) As used in paragraph 3, which is the best synonym for **mitigate**?
  - A. predict
  - B. postpone
  - C. investigate
  - D. lessen
  - E. complicate
  
- 4) According to the passage, SSO authentication software may be safer than password management software because
  - I. stolen personal computers contain passwords memorized by a user's web browser
  - II. if a user of password management software forgets his or her login credentials, the user can no longer access any of the applications protected by the password
  - III. hackers who access password management software can gain access to all of the applications protected by that password
  - A. I only
  - B. II only
  - C. I and II only
  - D. II and III only
  - E. I, II, and III

- 5) Which of the following statements from the passage represents an opinion, as opposed to a fact?
- A. "For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30."
  - B. "The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue."
  - C. "Having to remember so many different passwords is irritating, but it can also be dangerous."
  - D. "Additionally, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue."
  - E. "The problems associated with SOS, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue."
- 6) In paragraph 6, the author notes that "the use of biometrics raises ethical questions concerning privacy." Which of the following situations could be used as an example to illustrate this point?
- A. A thief steals a personal computer with password management software and gains access to private email accounts, credit card numbers, and bank statements.
  - B. An employee at a company uses a voice recognition system to log in to his computer, only to be called away by his boss. While he is away from the computer but still logged in, another employee snoops on his computer and reads personal email correspondence.
  - C. A computer hacker gains access to a system that uses SSO software by cracking the password, thus gaining private access to all linked accounts.
  - D. A company that employs fingerprint identification security software turns over its database of fingerprints to the local police department when a violent crime occurs on its grounds.
  - E. Even when a person is on password-protected websites, an internet browser tracks the person's internet use and collects information in order to tailor advertisements to his or her interests.
- 7) In the final paragraph, the author's tone can best be described as
- A. angry
  - B. resigned
  - C. confused
  - D. hopeful
  - E. depressed





• Passage 1 Level 12

Passage

The word *euthanasia* is of Greek origin and literally means "a good death." The American Heritage Dictionary defines it as "the act of killing a person painlessly for reasons of mercy." Such killing can be done through active means, such as administering a lethal injection, or by passive means, such as withholding medical care or food and water.

In recent years in the United States, there have been numerous cases of active euthanasia in the news. They usually involve the deliberate killing of ill or incapacitated persons by relatives or friends who plead that they can no longer bear to see their loved ones suffer. Although such killings are a crime, the perpetrators are often dealt with leniently by our legal system, and the media usually portrays them as compassionate heroes who take personal risks to save another from unbearable suffering.

The seeming acceptance of active forms of euthanasia is alarming, but we face a bigger, more insidious threat from passive forms of euthanasia. Every year, in hospitals and nursing homes around the country, there are growing numbers of documented deaths caused by caregivers withholding life-sustaining care, including food and water, from vulnerable patients who cannot speak for themselves.

While it is illegal to kill someone directly, for example with a gun or knife, in many cases the law has put its stamp of approval on causing death by omitting needed care. Further, many states have "living will" laws designed to protect those who withhold treatment, and there have been numerous court rulings which have approved of patients being denied care and even starved and dehydrated to death.

Because such deaths occur quietly within the confines of hospitals and nursing homes, they can be kept hidden from the public. Most euthanasia victims are old or very ill, so their deaths might be attributed to a cause other than the denial of care that really killed them. Further, it is often relatives of the patient who request that care be withheld. In one court case, the court held that decisions to withhold life-sustaining care may be made not only by close family members but also by a number of third parties, and that such decisions need not be reviewed by the judicial system if there is no disagreement between decision makers and medical staff. The court went so far as to rule that a nursing home may not refuse to participate in the fatal withdrawal of food and water from an incompetent patient!

"Extraordinary" or "heroic" treatment need not be used when the chance for recovery is poor and medical intervention would serve only to prolong the dying process. But to deny customary and reasonable care or to deliberately starve or dehydrate someone because he or she is very old or very ill should not be permitted. Most of the cases coming before the courts do not involve withholding heroic measures from imminently dying people, but rather they seek approval for denying basic care, such as administration of food and water, to people who are not elderly or terminally ill, but who are permanently incapacitated. These people could be expected to live indefinitely, though in an impaired state, if they were given food and water and minimal treatment.

No one has the right to judge that another's life is not worth living. The basic right to life should not be abridged because someone decides that someone else's quality of life is too low. If we base the right to life on quality of life standards, there is no logical place to draw the line.

To protect vulnerable patients, we must foster more positive attitudes towards people with serious and incapacitating illnesses and conditions. Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect. We must also enact

positive legislation that will protect vulnerable people from those who consider their lives meaningless or too costly to maintain and who would cause their deaths by withholding life-sustaining care such as food and water.

### Questions

- 1) The tone of the author can best be described as
  - A. pleading
  - B. argumentative
  - C. compassionate
  - D. emphatic
  - E. empathetic
  
- 2) In paragraph 3, the author finds starvation and dehydration induced euthanasia is to be "more insidious" because
  - A. euthanasia is legally considered to be a criminal act
  - B. the public's attitude toward euthanasia is becoming more positive
  - C. it often involves those who cannot protest
  - D. the patient has asked to die with dignity
  - E. its perpetrators are viewed as kindly caregivers
  
- 3) As used in paragraph 3, what is the best synonym for **insidious**?
  - A. mischievous
  - B. treacherous
  - C. seductive
  - D. apparent
  - E. cumulative
  
- 4) The author maintains that death by withholding care is
  - A. largely confined to hospitals
  - B. largely confined to the terminally ill
  - C. often requested by family members
  - D. approved by living wills
  - E. difficult to prove if prosecuted
  
- 5) As used in paragraph 7, which is the best definition of **abridged**?
  - A. trimmed
  - B. curtailed
  - C. lengthened
  - D. protracted
  - E. compressed

- 6) Using the passage as a guide, it can be inferred that the author would find euthanasia less objectionable in cases in which
- I. the patient's death is imminent
  - II. the patient has left instructions in a living will not to provide care
  - III. the patient refuses to accept nourishment
- A. I only
  - B. II only
  - C. I and II only
  - D. II and III only
  - E. I, II and III
- 7) The main idea of paragraph 7 is that
- A. lawyers will be unable to prosecute or defend caregivers
  - B. no comprehensive right or wrong definition of euthanasia will exist
  - C. using a subjective standard will make the decision to end an individual's life arbitrary
  - D. no boundary will exist between euthanasia and care omission
  - E. 'quality of life' will no longer be able to be rigidly defined
- 8) In the final paragraph the author writes, "Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect." The main purpose of this statement is to
- A. prove a previous argument
  - B. illustrate an example
  - C. gainsay a later statement
  - D. object to a larger idea
  - E. justify an earlier statement



## • Passage 5 Level 12

Passage

It is not uncommon for close synonyms to be understood to share the same meaning. The difference between words like "hard" and "difficult", for example, goes tragically unnoticed. One may employ one or the other with complete indifference, postulating no discrepancy between them. In general this is well and good; most people lack the scrupulous pedanticness to quibble over such trifles. Nevertheless, for those of us with ample compulsiveness (and time), it is of significant value to comprehend such nuances.

Take for example the following sentences: 1) The test was hard. 2) The test was difficult. Is the difference between these synonyms readily apparent? Is there a noticeable difference between them at all? Indeed, these questions are valid and warrant answer. For, what would be the point to having multiple words with the exact same meaning? No, that would be superfluous; the English language being far too economical. While many close synonyms share similar, if not the same, dictionary definitions, the feeling, or *mood*, they convey is utterly singular. Although a dictionary can provide information about word meanings, pronunciations, etymologies, inflected forms, derived forms, et cetera, it cannot communicate how it *feels* to use a word.

So, if there is indeed a difference between words like "hard" and "difficult", what is it? To begin, "hard" is pragmatic and realistic, firmly grounded in reality. It is a utilitarian word that gets the job done and doesn't apologize for its brusque, uncouth nature. On the other hand, "difficult" is eloquent and refined. It is civilized, willing to expend the effort necessary to appear urbane. Why, the mere difference in sonic quality between them is striking enough. "Hard" makes a quick, unassuming sound, having but a single syllable (voiced under certain inflections, it can even come across as harsh), while "difficult" is more lengthy and melodic, its number of syllables totaling three times that of its counterpart. Furthermore, "hard" is more likely to be used in casual, informal circumstances, or to communicate an idea "on the go" or simply to "get it out" as the sayings go. It is used without pretense, and does not maintain a feeling of being overly concerned. In terms of daily usage, "hard" may be employed by an exhausted brick mason when posed with the question, "How was your day?" Conversely, "difficult" may be used by a military general upon explaining to his or her superior the progression of a particularly taxing campaign.

Similar to "hard" and "difficult", the words "weird" and "strange" too are close synonyms, and may seemingly be used interchangeably. Take for instance the following sentences: 1) Sea monkeys are weird. 2) Sea monkeys are strange. Contrary to popular belief, these sentences are not tautologous. So how do they differ? Their dictionary definitions are nearly identical, so the difference does not lie there. Rather, the difference involves the feeling, or *mood*, that these words convey. Notice that while "weird" and "strange" both have but one syllable, the latter has a remarkably distinguished feel. Similar to "hard", "weird" conveys a more basic, a more *crude*, sentiment. Something "weird" is crass or gross, and is typically undesirable. No one wants to be associated with something "weird". If trying to impress someone, one probably doesn't want to be categorized among the "weird". On the other hand, if something is labeled as "strange", it is not necessarily bad. Rather, something "strange" is simply abnormal, or unusual—a deviation from what is expected. This distinction between "weird" and "strange" is so pronounced that the latter can be used as a euphemism for the former in certain situations. For example, notice how a simple substitution is able to make the following sentence less offensive: "Your mother's cookies taste weird" compared to "Your mother's cookies taste strange". In the former sentence, the speaker sounds as though he or she is insulting your mother's cookies, stating

that they taste bad. In the latter sentence, however, the speaker sounds as though the cookies simply taste different, or unusual, compared to what he or she is used to—the difference owing to the innocuous addition of too much flour, perhaps.

Finally, let's look at the synonyms, "happy" and "glad". As in the aforementioned cases, these words seem to have little or no discernible difference between them. Take for example the following sentences: 1) Tommy is happy because he got a new bike. 2) Tommy is glad because he got a new bike. Most understand these sentences to have the same meaning. And again, upon consulting a dictionary, one will find highly similar, if not the same, definitions. But these definitions lack the feeling, the unique emotional charge that these words convey. The word "happy" conveys a sense of levity, or a carefree attitude. The thought of someone who is "happy" conjures the image of a bright-eyed, ruddy, smiling face. One is "happy" on the morning of his birthday, discovering a new puppy bounding into his bedroom. On the other hand, the word "glad" conveys a sense of relief or contentment. The thought of someone who is "glad" conjures the image of a man standing crossed-armed, nodding gently, a stoic grin crossing his face. One is "glad" when he sees that the child's lost puppy has been found, and was merely frolicking too far from home.

Granted, the notion that close synonyms can be used interchangeably is prevalent among English speakers. And alas, the dictionary—the text purported to be responsible for clarifying such issues—is of little assistance. In the end, it is left to us, the speakers of the language, those actively responsible for maintaining its sustenance and generation, to understand how these words make us feel and what mood we are inclined to attach to them. Using the examples and insights described above, one may come to recognize these subtle, yet crucial, differences.

## Questions

- 1) What is the thesis statement in this passage?
- A. It is not uncommon for close synonyms to be believed to share the same meaning. (paragraph 1)
  - B. However, for those of us with ample compulsiveness (and time), it is of significant value to comprehend such nuances. (paragraph 1)
  - C. While many close synonyms share similar, if not the same, dictionary definitions, the feeling, or *mood*, they convey is utterly singular. (paragraph 2)
  - D. Although a dictionary can provide information about word meanings, pronunciations, etymologies, inflected forms, derived forms, et cetera, it cannot communicate the energy of a word. (paragraph 2)
  - E. In the end, it is left to us, the speakers of the language, those actively responsible for maintaining its sustenance and generation, to understand how these words make us feel and what mood we are inclined to attach to them. (paragraph 6)
- 2) As used in paragraph 1, what is most likely meant by "scrupulous pedanticalness"?
- A. mild curiosity
  - B. wry skepticism of
  - C. passionate indignation
  - D. stubborn reluctance
  - E. excessive concern
- 3) As used in paragraph 2, which of the following best describes something that is **superfluous**?
- A. Yoko expects to have six dinner guests, so she sets the table with six places. On the side, however, she keeps another two places just in case her guests bring friends.
  - B. The instructions say to fill the tires with 35-38 pounds per square inch of air, but Michele fills them with 40 pounds per square inch because they are old and tend to leak.
  - C. Manufacture of Model 24A had been scheduled to begin on May 8. However, creditors failed to forward much needed monetary advancements, delaying the start of production until May 10.
  - D. The passing of singer-songwriter Jonathan Orion Davis left thousands, if not millions, in mourning. This was reflected by the astounding number of roses placed on his open coffin: a veritable mountain that had to be relocated because those paying their respects could no longer view the deceased.
  - E. Lavished with critical acclaim, the publication was slated to generate tremendous revenue in sales. Unfortunately, demand had been overestimated, and as a result, ten thousand copies never left store shelves.

4) In paragraph 3, the author writes: "To begin, 'hard' is pragmatic and realistic, firmly grounded in reality. It is a utilitarian word that gets the job done and doesn't apologize for its brusque, uncouth nature. On the other hand, 'difficult' is eloquent and refined. It is civilized, willing to expend the effort necessary to appear urbane." Which of the following literary devices is used in this quotation?

- A. onomatopoeia
- B. hyperbole
- C. metaphor
- D. personification
- E. oxymoron

5) Using information in paragraph 3 as a guide, which of the following describes someone who is **utilitarian**?

- A. Without fail, Edgar rises at daybreak, eats two eggs for breakfast, drinks a glass of orange juice, laces up his boots and heads out into the field.
- B. In hopes of impressing their classmates, most students wear their new winter jackets to the play. Alyosha, however, knows it will be warm in the theater and therefore leaves his jacket at home.
- C. Nikkos parks his car so that other cars cannot get out. Upon returning to his car, a woman is waiting there on him to move. She looks upset. He tells her it's not his problem, gets in his car and drives off.
- D. Amy takes time to look nice in the morning. She brushes her hair, puts on light makeup, and picks out the clothes she will wear for the day.
- E. Jeremy disdains anything artistic. He feels that the appreciation of art is a waste of time, and cannot understand how people spend their days lost in such a fruitless endeavor.

6) Using the information in paragraph 4, it can be inferred that which of the following statements contains a **tautology**?

- A. Paige received a free gift for her birthday.
- B. Science tells us that humans evolved to use their thumbs.
- C. Computers represent a significant technological advancement.
- D. Hexagons have six sides.
- E. Drugs are bad.

7) It can be inferred that the author believes there to exist a relationship between the vulgarity of a word and the

- I. number of syllables it has
- II. way it sounds
- III. way it is commonly used

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

8) Which of the following sentences from the passage represents a fact, rather than an opinion?

- A. One may employ one or the other with complete indifference, postulating no discrepancy between them.
- B. Although a dictionary can provide information about word meanings, pronunciations, etymologies, inflected forms, derived forms, et cetera, it cannot communicate how it *feels* to use a word.
- C. No one wants to be associated with something "weird".
- D. The thought of someone who is "happy" conjures the image of a bright-eyed, ruddy, smiling face.
- E. Using the examples and insights described above, one may come to recognize these subtle, yet crucial, differences.

9) Which of the following statements best describes the main idea of this passage?

- A. Close synonyms are difficult to comprehend, and are commonly used interchangeably.
- B. Contrary to popular belief, close synonyms do not share the same meaning.
- C. The difference between the words "hard" and "difficult" is indiscernible to most.
- D. Absent a dictionary definition, the difference between close synonyms is difficult to discern.
- E. Close synonyms can be ascribed their own individual feeling or mood.

10) Which of the following sentences from the passage is a fragment?

- A. And in general, this is well and good; most people lack the scrupulous pedanticness to quibble over such trifles.
- B. Is there a noticeable difference between them at all?
- C. For, what would be the point to having multiple words with the exact same meaning?
- D. No, that would be superfluous.
- E. But not to worry.

11) Using information in paragraph 4 as a guide, it can be inferred that which of the following expressions contains a **euphemism**?

- I. The test was impossible. I scored a miserable 26%, far from a passing grade.
- II. Dan's father passed away last spring. His funeral service was solemn yet beautiful.
- III. The bride was pretty, I guess. Her dress struck me as a bit too informal.

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

12) With respect to the way in which close synonyms are commonly understood, the author's tone can best be described as

- A. belligerent
- B. supercilious
- C. rueful
- D. conscientious
- E. blasé



Ms. Daniels ACT English 11 Final Summer Assessment

Directions: Find the word that has the same sound as the underlined letter or letters in the first word. **Highlight** or **circle** your answer.

EXAMPLE: Board sounds like tore.

1. TROUBLE:

- A. put
- B. out
- C. mud
- D. cold

2. NOSE:

- A. stop
- B. pass
- C. maps
- D. cheese

3. LITTLE:

- A. written
- B. middle
- C. eaten
- D. cripple

4. DOES:

- A. fuss
- B. buzz
- C. rust
- D. crush

5. PEOPLE:

- A. eat
- B. cat
- C. pot
- D. pen

6. DAUGHTER:

- A. coffee
- B. pound
- C. prove
- D. laugh

7. TALKED:

- A. played
- B. needed
- C. finished
- D. listened

8. ROUND:

- A. now
- B. ball
- C. show
- D. although

9. DIRT:

- A. work
- B. clear
- C. steer
- D. part

10. WATCH:

- A. crash
- B. attack
- C. wash
- D. patch

Directions: Read the passage below. Then answer questions about errors in the passage. Please HIGHLIGHT or CIRCLE your answers:

Susanna came home 1) from a work. She 2) putted the key in the lock of the 3) apartament door. She opened the door. She clearly heard a 4) voise inside her apartment. Was it the TV? 5) She not know if she should go in or 6) run She couldn't move. She 7) couldnt think. She heard the soft sound of footsteps. She couldn't breathe. The door slowly opened. "Mom! What are you doing 8) here" Susanna said, when she caught her breath. "Hi Honey! Dad and I are cooking dinner for you!"

11.

- A. from work
- B. from the work
- C. from the working
- D. Correct as is

12.

- A. putted key
- B. put the key
- C. putted a key
- D. putted the key

13.

- A. apartment
- B. apartement
- C. apartamente
- D. apartemente

14.

- A. boise
- B. boce
- C. voice
- D. voce

15.

- A. She not knew
- B. She didn't knew
- C. She isn't know
- D. She didn't know

16.

- A. run!
- B. run?
- C. run,
- D. Correct as is

17.

- A. couldn't think
- B. not could think
- C. could not think
- D. Both A and C are correct.

18.

- A. here?"
- B. here"?
- C. here".
- D. here"!

Directions: Use the context to help you define the term in bold. HIGHLIGHT or CIRCLE your answer

19. Snakes are apodal. They slither rather than walk.

- A. having two hands
- B. having no feet
- C. having two feet
- D. having four feet

20. The town did a demographic study of its citizens.

- A. having no feet
- B. picture of the population
- C. study of the population
- D. dull

21. Henry Ford introduced the archetype of the automobile.

- A. latest version
- B. last of its kind
- C. first of its kind
- D. none of the above

22. I always seek out a crowd because I suffer from monophobia.

- A. fear of being alone
- B. fear of fathers
- C. fear of mothers
- D. fear of crowds

23. Are you a monoglot, or are you bilingual?

- A. able to speak two languages
- B. able to speak three languages
- C. able to speak more than three languages
- D. able to speak one language

24. We rode on the monorail around the zoo. It was easier than walking.

- A. trains on many rails
- B. cars suspended from a single rail
- C. strollers
- D. none of the above

25. His voice is monotone and boring. He never varies his speaking.

- A. speech that is slurred
- B. speech that is easy to listen to
- C. speech not having any change in pitch
- D. speech constantly changing in pitch

26. My job is monotonous. It's the same thing day after day.

- A. riveting
- B. changeable
- C. changeless
- D. exciting

27. I'm trying to get a monopoly in the book business. I don't like to share.

- A. game
- B. money
- C. many hands
- D. exclusive control

28. I wouldn't like to live in an oligarchy. I think more is better.

- A. rule by one
- B. rule by two
- C. rule by few
- D. rule by many

## Passage

Autism spectrum disorders (ASD) are a range of psychological conditions characterized by abnormalities in social interaction, behavior, interests, and communication. The five forms of ASD include classical autism, Asperger syndrome, Pervasive Developmental Disorder, Rett syndrome, and Childhood Disintegrative Disorder. Although the number of reported cases of ASD has experienced a dramatic increase in the past 25 years, the majority of doctors agree that this increase is due to changes in diagnostic practices and advances in the understanding of psychiatric health. While there is no general consensus among medical professionals about the underlying causes of ASD, theories range from genetic inheritance to environmental factors. One of the most controversial theories to have emerged in recent times is the hypothesis that ASD could be caused by the MMR vaccine, which is an immunization against measles, mumps, and rubella that was first developed in the 1960's. The vaccine is a mixture of three live viruses and is administered via injection to children when they are one year old. By the late 1990's, this vaccination had led to the near-eradication of measles in countries that employed widespread inoculation. However, a combination of spurious scientific data and alarmist media attention led to an entirely preventable resurgence in measles cases in the early 21st century.

The first claims of a connection between the MMR vaccine and autism were made in 1998, when an article in *The Lancet*, a respected British medical journal, reported on eight cases of autism that could possibly be traced back to the administration of an MMR vaccine. The parents of the children in this study contended that the symptoms of autism in their children developed within days of vaccination. During a press conference, Andrew Wakefield, one of the authors of the article, called on British doctors to stop giving combined MMR vaccines, instead advocating for individual inoculations against measles, mumps, and rubella.

Following the publication of this article, Wakefield published several follow-up papers that further questioned the safety of the MMR vaccine. An onslaught of media coverage then began. Parents appeared on television sharing anecdotal evidence linking their child's inoculation to the onset of ASD. The popular press quickly seized upon this story; in 2002, over 1200 articles were written about the link between MMR vaccines and ASD. Less than 30% of these articles mentioned that an overwhelming amount of scientific evidence suggested that these vaccinations were completely safe.

Since the initial panic, fears that MMR vaccines cause ASD have generally subsided. A survey completed in 2004 showed that only 2% of people in the United Kingdom thought that there was a legitimate link between MMR vaccines and ASD. Fears were most likely allayed when, in 2004, an investigative reporter discovered that Andrew Wakefield had received a large sum of money from lawyers seeking evidence to use in cases against vaccine manufacturers. It was then discovered that Wakefield had applied for patents on an alternate MMR vaccine. These severe conflicts of interest damaged the credibility of Wakefield's study beyond repair. In 2010, Wakefield was tried by Britain's General Medical Council under allegations that he had falsified data and manipulated test results. The Council found that Wakefield had acted "dishonestly and irresponsibly," and consequently *The Lancet* officially retracted Wakefield's 1998 article.

The anti-MMR vaccine panic that arose immediately after Wakefield's article was published had a significant negative effect on the health of thousands of children. Once the controversy began, the number of parents in the United Kingdom who inoculated their children with the MMR vaccine experienced a sharp decline. Not surprisingly, the number of reported cases of measles increased; while there were only 56 confirmed cases of measles in the UK in 1998; in 2008 there were over 1300. Between 2002 and 2008, there were outbreaks of measles throughout Europe and North America. These outbreaks cost millions of dollars in health care and resulted in the deaths of dozens of children and adults with compromised immune systems.

Who is to blame for these deaths? It is easy to hold Andrew Wakefield accountable, but the media must also bear some of the responsibility. The media's appetite for a sensational medical story overshadowed the fact that there was very little scientific evidence behind Wakefield's claim.

Although Wakefield is certainly not the first person to publish fraudulent scientific findings in a respected medical journal, the magnitude of this event was anomalous, as most medical hoaxes are discredited before they can reach the popular media. While *The Lancet* should not have published Wakefield's article without checking it thoroughly, the popular media should not have blown the study out of proportion without fully considering the consequences. © Copyright EnglishForEveryone.Org, 2012. All rights reserved.

## Questions

29. The primary purpose of the passage is to
- A. warn parents about the dangers of not vaccinating their children against measles
  - B. criticize *The Lancet* for publishing Wakefield's article without vetting it more thoroughly
  - C. provide an overview of the MMR vaccine controversy, including its consequences and responsible parties
  - D. inform readers about the history of the MMR vaccine, especially in the U.S. and the UK
  - E. blame parents who believed alarmist media reports for the measles outbreaks
30. As used in paragraph 1, which is the best antonym for **spurious**?
- A. reassuring
  - B. safe
  - C. clear
  - D. necessary
  - E. legitimate
31. Which of the following statements most accurately summarizes the author's explanation for the increase in reported cases of ASD over the past 25 years?
- A. Over the past 25 years, parents have been more likely to have their young children inoculated against MMR.
  - B. Since the results of Wakefield's study were published, parents have been less likely to have their young children inoculated against MMR.
  - C. In the past 25 years, doctors have developed a better understanding of genetics, which is thought to be the leading factor in whether or not a child will develop ASD.
  - D. The drastic changes in our environment that have occurred over the past 25 years have most significantly contributed to an increase in cases of ASD.
  - E. The increase in reported cases of ASD is mainly the result of an increased understanding of how to recognize ASD.
32. Which of the following pieces of evidence from paragraphs 2 and 3 support(s) the author's claim that popular media is partially responsible for creating unnecessary panic?

I. "An article published in *The Lancet*, a respected British medical journal, reported on eight cases of autism that could possibly be traced back to the administration of an MMR vaccine."

II. "In 2002, over 1200 articles were written about the link between MMR vaccines and ASD. Less than 30% of these articles mentioned that an overwhelming amount of scientific evidence suggested that these vaccinations were completely safe."

III. "Parents appeared on television sharing anecdotal evidence regarding the links between their child's inoculation and the onset of ASD."

A. I only

B. II only

C. I and II only

D. II and III only

E. I, II, and III

33. In paragraph 4, the author cites all of the following as ways that Wakefield's study was discredited except

A. investigators discovered that the parents of children in Wakefield's study were litigants in a lawsuit against the pharmaceutical company that made the MMR vaccine

B. *The Lancet* eventually retracted Wakefield's original article

C. it was discovered that Wakefield accepted money from lawyers who were filing a suit against the pharmaceutical companies responsible for making the MMR vaccine

D. an investigation into Wakefield's research found that he had falsified data in his initial study

E. Wakefield himself had apparently been working on an alternate vaccine to compete with MMR

34. Based on its use in paragraph 4, it can be inferred that the phrase "conflicts of interest" means situations in which people

A. unethically accept large sums of money

B. have interests that fail to accord with those of the mainstream media

C. falsify data and manipulate test results

D. have personal interests that threaten their official objectivity

E. stand to gain financially through illegal means



35. As used in paragraph 6, which is the best synonym for **anomalous**?

- A. timely
- B. calamitous
- C. abnormal
- D. unacceptable
- E. coincidental

36. Which of the following pieces of evidence, if true, would best strengthen the author's argument in paragraph 6?

- A. An estimated 1.4 million measles deaths are averted each year due to MMR immunization.
- B. 90% of parents in the UK who decided not to immunize their children against measles reported that they did so against their doctors' wishes.
- C. Measles outbreaks in Japan can be traced back to Japanese exchange students who were studying in the UK.
- D. In the United States, over 60% of children who are not immunized against MMR never exhibit any symptoms of the measles.
- E. Andrew Wakefield sued the investigative reporter who accused him of fraud.