

ENGLISH FULL-LENGTH PRACTICE TESTS 4



ACT ENGLISH TEST

35 Minutes—50 Questions

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

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

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

PASSAGE I

Cheeseburgers and Cats That Can Make You “lol”

Everyone knows that cats love to chase mice, but who knew they also love to eat cheeseburgers?¹ [A] It's a very special kind of cat that does: a *lolcat*. The concept, which originated in 2006, was simple: take a funny

1. If the writer were to delete the underlined portion (changing the comma after *mice* to a period), the sentence would primarily lose:

- A. a description of one of the things that make lolcats unique.
- B. a scientific fact describing a well-known species.
- C. a concise statement of the essay's main idea.
- D. nothing at all, because it strays from the topic unnecessarily.

photograph of a cat and written² a humorous caption over it.

[B] The name is a compound word combining *cat* and *lol*, the slangy Internet abbreviation for "laughing out loud." [C] In some ways, the phenomenon of the lolcat was nothing new. [D] In the 1870s, Brighton-based photographer, Henry Pointer³ took a series of images of his pet cats. The images were intended to form the backgrounds for *cartes de visite*,

2. F. NO CHANGE

- G. is writing
- H. wrote
- J. write

3. A. NO CHANGE

- B. photographer Henry Pointer
- C. photographer, Henry Pointer,
- D. photographer; Henry Pointer

having at times been called⁴ "visiting cards." To enhance a photo's appeal, Henry Pointer would often add a humorous caption.

4. F. NO CHANGE

- G.** a French term meaning
- H.** being things called
- J.** and naming them

Pointer's first photographs, those without captions, did not sell well initially, though they have recently been better appreciated.⁵ Pointer made a good deal of money from his photos because photography equipment was still

5. Given that all the choices are true, which one best conveys the idea that captions contributed to the humor of Pointer's photographs?

- A.** NO CHANGE
- B.** Pointer would occasionally reuse captions when the picture could communicate most of what he wanted it to.
- C.** In fact, he soon understood that the humorous caption could make even the most mundane cat pictures charming or funny.
- D.** Pointer took so many pictures and wrote so many captions that neither required much effort of him.

relatively rare and expensive for⁶ his day. He likely never knew, however, that his pictures would be the basis for a hugely

6. F. NO CHANGE

- G.** with
- H.** in
- J.** of

popular movement over a century later.⁷

7. If the writer were to divide this paragraph into two, the most logical place to begin the new paragraph would be at Point:

- A. A.
- B. B.
- C. C.
- D. D.

By the mid 2000s, though⁸ anyone with a camera and a computer could create a lolcat image. The only requirement was a basic fluency in the language of *lolspeak*, a grammatically incorrect, often misspelled form of English. The most famous

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

- F. in fact,
- G. however,
- H. by contrast,
- J. on the other hand,

phrase known widely⁹ in all of lolspeak is “I can has cheezburger?”, or “Can I have a cheeseburger?”

- 9.** A. NO CHANGE
- B. phrase
 - C. phrase that many people know
 - D. phrase that is pretty popular

Additional phrases and the language could be¹⁰ fairly easy to learn, and lolcats became some of the trendiest images on the Internet at the time.

- 10.** F. NO CHANGE
- G. is being
 - H. is

J. was

As a result of their popularity,¹¹ lolcats attracted all kinds of new press. *Time* magazine covered lolcats in a July 2007 issue. Even the American Dialect Society

11. A. NO CHANGE

- B.** Now earning lots of money,
- C.** With their cameras in hand,
- D.** Promoting them on the Internet,

named “lolcat” one of the mainly¹² creative coinages of the decade. There were financial gains as well: in 2007, the “I Can Has Cheezburger?” website was purchased by a group of investors for \$2 million and spawned many spinoffs. It seemed at the time, then, that the lolcat would be here to stay and that cheeseburger-flavored cat food couldn’t be far off. 13

12. F. NO CHANGE

- G.** more
- H.** most
- J.** a lot

13. If the writer were to delete the phrase “cheeseburger-flavored” in the preceding sentence and replace it with “another line of,” the paragraph would primarily lose:

- A.** a particular detail that ends the essay on a humorous note.
- B.** a more detailed discussion of the different types of cats discussed in the essay.
- C.** a resolution to a difficult problem posed earlier in the essay.
- D.** an open question that is left to the reader to decide.

Question 14 asks about the preceding passage as a whole.

14. Suppose the writer’s goal had been to write a brief essay describing a new generation’s interest in animal photography. Would this essay accomplish that goal?

F. Yes, because it shows how important lolcats were to a broader interest in photography.

G. Yes, because it narrates the simultaneous rise of digital photography and Internet usage.

H. No, because it details the different types of animal photography popular on the Internet.

J. No, because it focuses on lolcats and their history, not on photography more generally.

PASSAGE II

My Summer as a Teacher...or as a Student?

I was there only for a summer, but the memories I have of teaching English in Mexico have stayed with me. The experience didn’t start well. I was assigned to a small village—located a few hours west of Monterrey; in₁₅ the central north part of the country, in the state of Durango. The most direct

15. A. NO CHANGE

B. Monterrey. In

C. Monterrey in

D. Monterrey—in

route was to fly into the large city of Monterrey and then take a seven-hour bus ride. Once we got out of the city, the ride was bumpy, and the bus’s air conditioning was no match for the heat of the desert sun burning overhead.₁₆

16. F. NO CHANGE

G. burning.

H. scorching.

J. DELETE the underlined portion and end the sentence with a period.

Mexico's climate is warmer than that of the United States because Mexico is closer to the equator.¹⁷ The adults in the village, many of whom did not even know I was coming,

17. Given that all the choices are true, which provides material most relevant to what follows in this paragraph?

A. NO CHANGE

B. I had only been to Mexico one time before, when I went with my parents to the beach.

C. Once I got there, though, I didn't have any of the problems that I had worried about in advance.

D. The heat from the sun was nothing compared to the heat of the spicy food my family liked to cook.

welcomed me when they got around to it.¹⁸ More than that, my host family had reserved a room in their house exclusively for me, so I could have some privacy when I needed it. Even though I was in a new place, I already felt like I was at home.

18. Which choice most effectively expresses that the narrator's host family was extremely welcoming?

F. NO CHANGE

G. as if I had lived there my whole life.

H. and asked how long I would be staying.

J. to their town.

The language situation was more difficult than I expected. I learned very quickly that the good grades I had received in my

Spanish classes would not necessarily translate to success here where people spoke the Spanish language and no other.¹⁹ Still, my host family and others in the village were very patient

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

- A. no language other than Spanish.
- B. Spanish language others or no.
- C. Spanish and no other language.
- D. no other language.

with me. Before long, we had held²⁰ all of our conversations in Spanish.

20. F. NO CHANGE

- G. hold
- H. have held
- J. held

The family I was hosting²¹ in Mexico asked me about my family and encouraged my school interests. They told me about their

21. A. NO CHANGE

- B. family that hosted me
- C. family I hosted
- D. family, which hosted me,

lives and some of their childrens'²² previous English teachers. In particular, my host father became a very close friend, and I still correspond with him today.

I had been sent to this town to teach English to some of the children and their parents, but I soon realized that I was

learning all about Mexican food and culture.²³ I was learning

22. F. NO CHANGE

G. childrens's

H. childrens

J. children's

23. Which choice most logically contrasts with the first part of this sentence?

A. NO CHANGE

B. my way around the town.

C. more than I could ever teach.

D. about the lives of those in my host family.

in circumstances²⁴ not only how to speak everyday Spanish, but

24. The best placement for the underlined portion would be:

F. where it is now.

G. after the word *speak*.

H. after the word *Spanish*.

J. after the word *lived*.

also how to coexist with people who lived unlike my own.²⁵

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

In Spanish, the word for “coexistence” sounds just like ours: *coexistencia*.

Should the writer make this addition here?

- A. Yes, because it clarifies the narrator's earlier discussion of how welcome he felt with his host family.
- B. Yes, because it supports the paragraph's main idea by translating a word into Spanish.
- C. No, because it digresses from the main topic of the paragraph.
- D. No, because it shows that the narrator's Spanish was not as proficient as he claimed.

On my last day of class, I₂₆ noticed a map of North America on the wall. I realized then what I had sensed all along.

26. F. NO CHANGE

- G. class, I
- H. class but I
- J. class; I

In one sense, I was farther away from home than I'd ever was.₂₇ However, in another sense, I had simply found a new place that

27. A. NO CHANGE

- B. had been.
- C. been.
- D. being.

I could call home. Remembering the details of my trip,₂₈ I'm more and more convinced that the river that separates

28. F. NO CHANGE

- G. Identified as one of the borderlands,
- H. Showing all the mountains and rivers,
- J. Becoming a new place for me,

Mexico and the United States is actually very small next to all of the wonderful things that bring us together.²⁹

- 29.** Which of the following sentences, if added here, would most effectively express one of the main ideas of the essay?
- A. To be honest, though, I was really glad to get home when it was all over.
 - B. The main thing I miss about the trip is the opportunity to practice my Spanish.
 - C. Ever since that time, I've often thought how alike my two homes really are.
 - D. That was my initial reaction, but I don't think I really want to go back.

PASSAGE III

“Haunted” Authors

[1]

In 1915, Maurice E. McLoughlin, a well-known tennis player³⁰ published an instructional autobiography called *Tennis as I Play It*. Two years earlier, McLoughlin had become the first American finalist at the Wimbledon tournament in England, and tennis fans were excited to uncover the ³¹tricks of his success. Anticipation for McLoughlin's story grew even more

30. F. NO CHANGE

- G. McLoughlin a well-known tennis player
- H. McLoughlin, a well-known tennis player,
- J. McLoughlin a well-known tennis player,

31. A. NO CHANGE

- B. skills**
- C. secrets**
- D. abilities**

in 1914. He was winning³² a number of major tournaments that year, he was declared the Number 1 tennis player in the world. When *Tennis as I Play It* finally did come out in 1915, no one had any reason to suspect that it might have been written by³³ someone else. However, the author of *Tennis as I Play It* was not McLoughlin at all, but the as-yet unknown novelist Sinclair Lewis, his ghostwriter. Why, then, is *Tennis as I Play It* considered the tennis player's³⁴ book? [A]

32. F. NO CHANGE

- G. Won**
- H. He won**
- J. Winning**

33. A. NO CHANGE

- B. for**
- C. about**
- D. DELETE the underlined portion.**

34. F. NO CHANGE

- G. athletes'**
- H. tennis players**
- J. athletes**

[2]

A ghostwriter is an author who writes a text that is officially credited to another author, and the history of such practices are lasting³⁵ longer than we might expect.³⁶

35. A. NO CHANGE

- B. were**
- C. are**
- D. is**

36. At this point, the writer is thinking about adding the following true statement:

Some suggest that ghostwriting is as old as authorship itself.

Should the writer make this addition here?

- F.** Yes, because it provides a transition from the previous paragraph to this one.
- G.** Yes, because it expands upon a point made in the preceding sentence.
- H.** No, because it does not apply to the main subject discussed in this paragraph.
- J.** No, because it suggests that most historical texts are ghostwritten.

In other words, *Tennis as I Play It* was not, the first³⁷ famous ghostwritten book, and it won't be the last. Ghostwriting can

37. A. NO CHANGE

- B. was not the first,**
- C. was not the first**
- D. was, not the first,**

happen for a number of reasons, and although it's³⁸ merits are debatable, it remains an acceptable practice in the publishing world. [B]

38. F. NO CHANGE

- G. its
- H. her
- J. their

[3]

Today, ghostwriting can take a number of different forms. It is perhaps most prominent in the autobiographies and memoirs of celebrities. How does a celebrity decide to ask a ghostwriter to write his or her book?³⁹ No, ghostwriting is equally prominent in lesser-known spheres as well. [C] Political speeches, for example, are often credited to the politician who

39. Which choice provides the most logical and effective transition to the rest of the paragraph?

- A. NO CHANGE
- B. Is the practice restricted to celebrity autobiographies and memoirs?
- C. Why would celebrities want other people to tell their stories?
- D. What makes celebrities think ghostwriters know all the details of their lives?

delivers them, and then that politician just reads the speech from a teleprompter.⁴⁰ [D] In addition, many popular songs

40. Given that all the choices are true, which one provides the best support for the statement in an earlier part of this sentence?

- F. NO CHANGE
- G. but the speeches are usually written by a team of speechwriters.
- H. but very few politicians have the oratorical skills of politicians from the last century.
- J. although many politicians like to speak from notes rather than fully written speeches.

claim a popular singer or performer as songwriter, although⁴¹ they have been shaped more by a producer than by any of the credited songwriters.

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

- A. songwriter, yet
- B. songwriter; therefore,
- C. songwriter, but
- D. songwriter; however,

[4]

Ghostwriting—whether we approve of it or not⁴² is here to stay. Sometimes, as in the case of Sinclair Lewis, the ghostwriters will eventually become famous authors in their own right. 43 Much more often, though,

42. F. NO CHANGE

- G. not
- H. not,
- J. not;

since⁴⁴ we are moved by the writing of authors whose names we will never learn.

43. The writer is thinking about deleting the preceding sentence. Should this sentence be kept or deleted?

- A. Kept, because it shows the importance of ghostwriting to Sinclair Lewis's career.
- B. Kept, because it provides a contrast to the fact stated in the next sentence.

- C. Deleted, because it discusses a famous novelist in a paragraph about ghostwriters.
- D. Deleted, because Sinclair Lewis is already mentioned in the first paragraph.

44. F. NO CHANGE

- G. because
- H. yet
- J. DELETE the underlined portion.

Question 45 asks about the preceding passage as a whole.

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

Some in the industry suggest that as many as half of non-fiction books are written with help from ghostwriters.

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

- A. Point A in Paragraph 1
- B. Point B in Paragraph 2
- C. Point C in Paragraph 3
- D. Point D in Paragraph 3

PASSAGE IV

From Broadcasts to Podcasts

In the first half of the twentieth century, Americans couldn't spend their evenings in front of the TV. The television didn't become a regular feature of the American home until well into the 1960s. Instead, the major form of mass entertainment in this period was provided by the radio. The radio had begun its rise

to prominence in the 1930s. It was especially popular in the 1940s, when most American households, as many as 91%, had a radio.⁴⁶ The residents of many small towns and rural

46. The writer is considering deleting the phrase “as many as 91%” from the preceding sentence (adjusting the punctuation accordingly). Should this phrase be kept or deleted?

F. Kept, because it supports the idea that radio was on the decline after the 1930s.

G. Kept, because it gives specific evidence of radio’s popularity in the 1940s.

H. Deleted, because it discusses American households in a passage about radio listening.

J. Deleted, because it doesn’t describe the households that had radios.

areas in non-urban parts of the country⁴⁷ didn’t have access to the newest movies or books, but those residents did have radios.

47. A. NO CHANGE

B. in parts of the country outside cities

C. despite their possession of radios

D. DELETE the underlined portion

[1] Throughout the 1930s and 1940s, Americans turned to radio for all that.⁴⁸ [2] During World War II, listeners could get more frequent information from their radios than they could from

48. F. NO CHANGE

G. their wants and other things that might be perceived as needs, but were more likely wants.

- H.** the things they needed to listen to, such as comedy, news, sports, and drama, or other kinds of programs sometimes.
- J.** their listening needs.

the newspapers. [3] In 1932, U.S. President Franklin Roosevelt,⁴⁹ began his series of “fireside chats” over the radio.

[4] For those

49. A. NO CHANGE

- B.** President Franklin Roosevelt **C.**
President, Franklin Roosevelt **D.**
President, Franklin Roosevelt,

looking for⁵⁰ lighter fare, the radio had plenty of mystery

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

- F.** scouring
G. desiring
H. wanting
J. seeking

programs, comedy and variety shows, westerns, and quiz programs. [5] These chats were intended to be as informal as a chat between friends and family members by the fireside, but they tackled some of the most complex political issues of the day.⁵¹

Answers and Explanations

ENGLISH PRACTICE TEST 4 EXPLANATIONS

Passage I

1. A

The question *but who knew they also love to eat cheeseburgers?* introduces a unique feature of the cats described in this passage. *Lolcats* are not an actual species, eliminating (B). The essay deals with *lolcats* themselves, not their love of cheeseburgers, eliminating (C). However, their love of cheeseburgers *is* unique, which means that this detail is important, eliminating (D). Only (A) remains.

2. J

The verb in this sentence will need to agree with the other verb in the sentence, *take*, which is in the present tense. Only (G) and (J) are in the present tense, eliminating (F) and (H). Of (G) and (J), (J) is better because (G) introduces a participle unnecessarily. Note: Be careful of verbs ending in “-ing.” They can often make sentences unnecessarily wordy!

3. B

This sentence would be incomplete if the photographer’s name were removed. In other words, *In the 1870s, Brighton-based photographer took a series...* would be incomplete. Therefore, the photographer’s name should not be set off by commas as it is in (A) and (C), nor should it be set off by a semicolon as in (D). Only (B) correctly indicates that *Henry Pointer* is essential to the meaning of the sentence.

4. G

Only (G) contains specific information that is not redundant. Choice (J) cannot work because it does not indicate who is doing the *naming*, and (F) and (H) do not make sense in the given context.

5. C

The question asks for an option that shows that *the caption was an essential part of the humor of Pointer's photographs*. Therefore, we will need a choice that suggests the importance of captions. Choices (B) and (D) suggest that captions were not important, so they can be eliminated. Choice (A) does not address the importance of captions, so it, too, can be eliminated. Only (C) remains, and it works because it shows that captions could often be used to enliven otherwise dull pictures.

6. H

The idiom *in his day* must be kept intact here, making (H) the best choice. Choices (F) and (J) create a meaning different from the intended one, and (G) creates the phrase *with his day*, which is not used, thus eliminating these choices.

7. C

Sentences A and B offer a general description of the *lolcat*. Sentence C changes the focus of the paragraph to the *lolcat's* historical roots. Therefore, because it changes the focus of the paragraph, Sentence C offers a good place to start a new paragraph. Sentence D continues the historical discussion and should therefore be in the same paragraph with Sentence C.

8. F

Each answer choice offers a word or phrase of transition. Choices (G), (H), and (J) offer transitions that suggest a contrast, matching the

contrasting word *though* in the passage. Choice (F) offers a transition that suggests a continuation. Therefore, (F) is the answer that does NOT work in the given context, meaning that it is the correct answer.

9. **B**

The non-underlined portion of this sentence contains the words *most famous*. These make the words in the following redundant: *known widely* in (A), *that many people know* in (C), and *that is pretty popular* in (D). Only (B) contains no redundant phrasing, and (B) is therefore the correct answer.

10. **F**

The subjects of the underlined verb are *phrases* and *language*. Therefore, the verb will need to agree with a plural subject, eliminating (G), (H), and (J). (F) offers a verb that agrees in number and tense.

11. **A**

The noun being modified by the underlined portion is *lolcats*. Choice (B) cannot work because the *lolcats* were not *earning lots of money*. Choice (C) cannot work because *lolcats* did not have *cameras in hand*, nor can (D) work because *lolcats* were not *promoting*. Only (A) provides an appropriate modifier for the word *lolcats*.

12. **H**

Of all the *creative coinages* of the decade, the *lolcat* was called one of the *most creative*. Choice (G) cannot work because more than two coinages are being compared. Choices (F) and (J) cannot work because they do not offer comparative words in a sentence that requires them. Only (H) can work in the given context.

13. A

Choice (B) cannot work because the *cheeseburger* refers to only one type of cat. Choice (C) cannot work because *cheeseburger-flavored* does not solve any problem posed in the essay. Choice (D) cannot work because no question is being posed. Only (A) can work, suggesting that *cheeseburger-flavored* is more detailed than *another line*, and that it is intended for humorous effect.

14. J

The passage as a whole discusses the history of the *lolcat*. Though it touches on photography, Internet usage, and types of animals, none of these can be described as the passage's main idea. Only (J) reflects the passage's main idea accurately, while suggesting that the writer has *not* succeeded in writing a passage that discusses *animal photography* more generally.

Passage II

15. D

Note the dash in the non-underlined part of the sentence. The answer will need to contain another dash to keep this notation consistent and to set off the unnecessary phrase *located a few hours west of Monterrey*. Only (D) contains a dash. Choice (A) contains a semicolon, which can be used only when you are separating two complete ideas.

16. J

The words *burning* and *scorching* mean similar things, and when they are paired with the word *heat* in the non-underlined portion, they become redundant. Therefore, in order to remove this redundant construction, it is best to remove these words—eliminating (F), (G),

and (H)—and to delete the underlined portion. Note: Always give “DELETE” or “OMIT” special consideration. They are often correct!

17. C

The first paragraph discusses the author’s difficult trip to the small town in Mexico, but the second paragraph switches to the pleasant time he had there with his host family. The discussion of the weather does not continue, which eliminates (A). The paragraph does not discuss Mexican cuisine, which eliminates (D). The paragraph does not discuss the author’s earlier trip with his parents, which eliminates (B). Only (C) offers the appropriate transition into the new paragraph.

18. G

Read the question carefully. It asks for an option that shows that the narrator’s host family was *extremely welcoming*. Choices (F), (H), and (J) do not contain any indication that the family was welcoming. Choice (G), however, suggests that the family was as welcoming as they would have been if the narrator had *lived there [his] whole life*. Choice (G) is therefore the best answer.

19. B

This question asks for the alternative that would NOT be acceptable. Choices (A), (C), and (D) rearrange the words, but they are not grammatically or idiomatically incorrect. Choice (B) is unclear, though, in that it makes *Spanish language* modify the word *others*, whereas the sentence requires that *Spanish language* and *others* be separate nouns. Choice (B), therefore, would NOT be acceptable and is the correct answer.

20. J

Note the other verbs in this paragraph: *were*, *asked*, *told*, *became*. The verb in this sentence must be consistent with these verbs. Therefore, only (J), *held*, is consistent with the simple past tense. Choices (F) and (H) change the type of past tense and the meaning of the sentence, and (G) switches to the present.

21. **B**

The sentence as written cannot work because the narrator does not host the family; rather, the family hosts the narrator. Choice (C) makes the same mistake. Then, the words *that/which hosted me* are necessary to the meaning of the sentence: they clarify which *family* the narrator is referring to. Therefore, because this information is necessary, the information should not be set off by commas and should contain the word *that*, as in (B).

22. **J**

The sentence describes the *previous English teachers* of the *children* and therefore requires that *children* be made possessive. Choice (H) contains no apostrophe and can therefore be eliminated. Choices (F) and (G) make the word *children* possessive in incorrect ways. Only (J) offers the correct possessive form of *children*. Note: What comes before the apostrophe must be a word. In other words, *childrens'*, as in (F), is incorrect because *childrens* is not a word. The same is true for (G).

23. **C**

The first part of the sentence discusses the narrator teaching English. Therefore, in order to contrast with the first part of the sentence, we will need some indication that he is *not* teaching English, or that he is not exclusively teaching English. Choices (A), (B), and (D) are not related to English, nor do they contrast with the idea that the narrator

is a teacher. Only (C) offers the appropriate contrast: while the narrator is a teacher, he is also *learning more than [he] could ever teach*.

24. J

The current placement of the underlined portion cannot work because it does not clarify what the *circumstances* are, eliminating (F). The same is true for (G) and (H). Only (J) clarifies: *circumstances unlike my own*; therefore, (J) is the best answer.

25. C

When you are asked whether to add a sentence to the given passage, make sure you have a very good reason to do so. In this particular case, the proposed sentence does not contribute meaningfully to the main idea or development of the paragraph or passage, so it should not be added, eliminating (A) and (B). Choice (D) can be eliminated because the passage does not give adequate grounds to assess the narrator's proficiency in Spanish. Only (C) works.

26. G

The sentence as written cannot work because the phrase *On my last day of class* does not offer a complete idea, meaning that (F) and (J) can be eliminated. Then, the word *but* suggests a contrast where none is present, eliminating (H). Only (G) works, setting *On my last day of class* off as an introductory idea.

27. C

Separate the contraction *I'd* into its component parts: *I had*. This makes (B) clearly redundant. This also eliminates (A) and (D), which use *had* again incorrectly. Only (C) works in the context created by the non-underlined portion.

28. F

The word after the underlined portion is *I'm*; therefore, the underlined portion must modify the word *I*. The sentence works as written because *Remembering the details of my trip* refers appropriately to the *I* it is modifying. Choice (G) can be eliminated because *Identified as one of the borderlands* refers to some part of Mexico or the United States. *Showing all the mountains and rivers* refers to the *map*, eliminating (H). Choice (J) can also be eliminated because *Becoming a new place for me* refers to the village.

29. C

The essay details the author's trip to Mexico, where he goes to teach English and also learns a good deal about the people and himself. The first paragraph suggests that the start was difficult but that the narrator quickly feels at home. There is no indication that (A) and (D) will work in the context because both suggest that the narrator did not enjoy his trip. Choice (B) highlights the importance of Spanish, but it does so too much. Only (C) can work in the context of the paragraph and the essay as a whole.

Passage III

30. H

This sentence conveys the information that McLoughlin published a book. The phrase *a well-known tennis player* is not essential to conveying this meaning, and therefore that information is not essential to the meaning of the sentence. Because the information is not essential, it must be set off by commas as in (H). Note: On questions that test restrictive and non-restrictive information, the correct answer will typically have two commas, or none, so if you're unsure, eliminate answers with only one comma.

31. C

Pay close attention to the non-underlined portion of the sentence. The word *uncover* indicates which word will be needed in the underlined portion. One does not uncover *tricks, skills, or abilities*, eliminating (A), (B), and (D). One does, however, uncover *secrets*, as in (C).

32. J

The sentence as written creates a comma splice because *He was winning a number of major tennis tournaments that year* and *he was declared the Number 1 tennis player in the world* are both complete ideas. We can't change the comma, so this eliminates (F) and (H). Choice (G) does not make sense in the given context. Only (J) correctly makes the first part of the sentence incomplete by turning it into the modifying phrase *Winning a number of major tournaments that year*.

33. A

A variety of prepositions can come after the word *written*, but each has a different meaning. *Written for* suggests that the book was written as a gift for someone, or that it was dedicated to that person. This can't work with the *someone else* in this sentence because there is no indication that the book was written *for* anyone in particular. Eliminate (B). The book is *about* McLoughlin, but there is no indication that the book was written *about* someone else, eliminating (C). We cannot delete the underlined portion because *written someone else* does not make sense. Only (A) remains: the book was not written *by* McLoughlin but *by* a ghostwriter.

34. F

This sentence refers to the *book* belonging to *the tennis player*; therefore, there should be an apostrophe to indicate possession. This eliminates (H) and (J). Choice (G) makes the word *athletes* into a plural possessive when there is only one athlete involved, eliminating (G). Choice (F) gives the correct singular punctuation of *the tennis player*. Note: If you were not sure whether to choose *the tennis player* or *the athlete*, you could still have solved this question by looking at apostrophes and using Process of Elimination.

35. **D**

The subject of the underlined verb is *history*, not the prepositional object *practices*. Therefore, the verb in the underlined portion should be singular, eliminating (A), (B), and (C). Only (D) offers a present-tense verb that agrees with a singular subject and has no redundant information.

36. **G**

The previous sentence concludes with the idea that *the history of such practices is longer than we might expect*. This suggests the following sentence should make some historical claim or give some historical detail. The proposed addition does this, so it should be added, eliminating (H) and (J). It cannot, however, provide a transition from the previous paragraph because it is not the first sentence of this paragraph, eliminating (F). Only (G) correctly states that this sentence should be added and that it expands upon a point made in the preceding sentence.

37. **C**

The answer choices offer different opportunities to insert pauses in the phrase *was not the first*. In the given sentence, though, no pause is necessary, so no commas are necessary, eliminating (A), (B), and (D).

Choice (C) gives the best option because it contains no unnecessary commas.

38. **G**

The sentence describes the *merits* of *ghostwriting*: in other words, *ghostwriting's merits* or *its merits*. Choice (F), *it's*, is the contraction of *it is*, not a possessive pronoun. Ghostwriting is not a person, so (H) can be eliminated, nor is it a plural, so (J) can be eliminated. Only (G) offers the correct possessive pronoun.

39. **B**

The sentence that follows reads, *No, ghostwriting is equally prominent in lesser-known spheres as well*. Therefore, the sentence in this problem should offer some question to which the next sentence could answer *No*, particularly one that deals with ghostwriting in *well-known spheres*. The preceding sentence says that ghostwriting is *most prominent in the autobiographies and memoirs of celebrities*. Only (B) expands upon this idea and sets up the appropriate contrast with the following sentence. Choices (A), (C), and (D) deal exclusively with the details of celebrity ghostwriting.

40. **G**

The passage as a whole discusses ghostwriting, and the sentence preceding this one reads *No, ghostwriting is equally prominent in lesser-known spheres as well*. Therefore, the sentence in the underlined portion should address ghostwriting somehow. The sentence will not be concerned with styles of reading, *oratorical skills*, or speech notes, eliminating (F), (H), and (J). Only (G) sets up the contrast that speeches *are often credited to the politician who delivers them* but actually are *written by a team of speechwriters*.

41. **B**

The question asks for the punctuation and transition that would NOT be acceptable. The ideas surrounding this punctuation-transition combination are as follows: *In addition, many popular songs claim a popular singer or performer as songwriter and they have been shaped more by a producer than by any of the credited songwriters.* As the original sentence shows with the word *although*, these ideas should contrast. Therefore, (A), (C), and (D) WOULD be acceptable and can be eliminated. Only (B) removes this contrast and therefore would NOT be acceptable.

42. **F**

Note the dash in the first part of this sentence, which sets off the nonessential phrase *whether we approve of it or not*. The answer will need to include another dash in order to keep this punctuation consistent. The sentence must be correct as written because only (F) contains that dash.

43. **B**

The sentence following this one begins with the words *Much more often, though*. If we remove this sentence, we are left with the question *Much more often* than what? Therefore, the sentence should be kept, offering as it does a description of what happens *sometimes*. Eliminate (C) and (D). Then, eliminate (A) because it does not show the importance of ghostwriting to Sinclair Lewis's career: in fact, the sentence suggests that Lewis became a well-known novelist *even though* he was initially a ghostwriter. Only (B) addresses the fact that this sentence gives the first part of a contrast completed in the next sentence.

44. **J**

As written, this sentence is actually a sentence fragment. The subordinating conjunction *since* makes the sentence incomplete, so eliminate (F). Eliminate (G) for the same reason. The word *yet* in (H) is a coordinating conjunction, but it does not fix the problem. The only viable solution to the problem is to remove the conjunction entirely, as in (J). Note: Give serious consideration to “DELETE” and “OMIT” when you see them. They are often correct!

45. **B**

The new sentence discusses the prevalence of ghostwriting in non-fiction. Paragraph 2 discusses that *Tennis as I Played It* won't be the first or last book to be ghostwritten and that ghostwriting is *acceptable*. The new sentence expands on that idea. It also transitions nicely to Paragraph 3, which introduces ghostwriting in different forms.

Passage IV

46. **G**

The phrase in question appears in the sentence *It was especially popular in the 1940s when most American households, as many as 91%, had a radio*. In this instance, the 91% statistic gives a specific number of how many *American households* had radios. Therefore, because the information serves a specific purpose in the sentence, it should be kept. Eliminate (H) and (J). Then, eliminate (F) because the statistic does not indicate that radio was on the decline.

47. **D**

The sentence as written is redundant because the non-underlined portion already contains the words *of many small towns and rural areas*. This eliminates (A) and (B) for the same reason. Choice (C) is redundant with a later part of the sentence, *those residents did have*

radios. The only viable alternative is to delete the underlined portion entirely, as in (D). Note: Give serious consideration to “DELETE” and “OMIT” when you see them. They are often correct!

48. **J**

The sentence as written does not contain adequate information because it is unclear what *that* refers to. Eliminate (F). Choices (G) and (H), however, go to the opposite extreme by giving way too much information, so eliminate them as well. Choice (J) strikes a happy medium: it is not too long and not too ambiguous.

49. **B**

In order to determine whether the name *Franklin Roosevelt* is essential to the meaning of the sentence, see if the sentence works without it. Without the name, the sentence would read *In 1932, U.S. President began his series of “fireside chats” over the radio*. There’s something missing from this sentence, which means that the name *Franklin Roosevelt* is essential to the sentence’s meaning. Therefore, the information should not be set off by any commas, and only (B) can work.

50. **F**

The sentence as written is correct: one can be *looking for lighter fare*. This question is asking for an alternative that would NOT be acceptable. One can be *desiring lighter fare*, *wanting lighter fare*, or *seeking lighter fare*, eliminating (G), (H), and (J). One cannot be *scouring lighter fare*, however, which means that (F) would NOT be an acceptable alternative to the underlined portion.