

English

Pacing

Learning Targets

1. Summarize the importance of pace during the ACT.
2. Compare the time limit to the number of questions on a subject test to calculate an effective pace.
3. Practice using a pacing plan during a mini-test.

Instructions

Complete the mini-test.

PASSAGE V

German Brother

[1]

When I was a freshman, there were two foreign exchange students attending our high school. My school was very small, and all of the students had known each other since the first grade, so having two new students from a different country was intriguing.

[2]

Both of the foreign exchange students were boys.

One, named Zuka, was from Georgia, and the other, named

Bjorn, he was from Germany. [65]

[3]

Halfway through his year at my high school, Bjorn came to live with my family because he did not get along with his first host family.

It was not a good fit for Bjorn. Over the rest of the year, Bjorn became like a brother to me.

61. A. NO CHANGE
B. was
C. is
D. be
62. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. NO CHANGE
G. grade. To have
H. grade. So to have
J. grade. Having
63. A. NO CHANGE
B. One named Zuka
C. One was named Zuka,
D. One, were named Zuka,
64. F. NO CHANGE
G. was
H. is
J. he is
65. The writer is considering adding a sentence to the preceding paragraph in order to provide more information about the exchange students. Which of the following sentences best accomplishes this goal?
A. Both boys were seniors in high school.
B. At the time, Germany had stricter laws than Georgia.
C. Some people thought that Georgia was the state in the U.S. rather than the country.
D. I had always wanted to learn German.
66. F. NO CHANGE
G. school; Bjorn
H. school. Bjorn
J. school, Bjorn,
67. A. NO CHANGE
B. The first family was
C. They was
D. It were

[4]

At first, he was very quiet and shy in his new home, but eventually he opened up to my family and fit in perfect. Since Bjorn was the same age as my older brother, he was able to relate to him easily, and they became close friends.

68. F. NO CHANGE
G. in perfect!
H. in more perfect.
J. in perfectly.

He told us all about Germany and we helped him break down the language barrier. The single most important German phrase that he taught us was

69. A. NO CHANGE
B. Germany. And
C. Germany; and
D. Germany, and

“Ich liebe dich”, which is German for *I love you*.

70

[5]

Bjorn had left at the end of the summer after graduating from our high school. He has yet to return

70. F. NO CHANGE
G. “Ich liebe dich,” which
H. “Ich liebe dich” which
J. Ich liebe dich, which
71. A. NO CHANGE
B. left
C. had gone
D. leaving

to the United States, but he keeps in contact with my family and I over the Internet.

72

72. F. NO CHANGE
G. my family, and I,
H. us, my family
J. my family and me

[6]

One day when I travel to Germany, he will be my host and help me navigate the new culture, just as we

73. A. NO CHANGE
B. One day, when,
C. One day, when
D. One day when,

did for him. He will forever be in my heart and a part of my family. 75

74. F. NO CHANGE
G. had did
H. done
J. were doing

75. Which of the following details could the writer add to the last paragraph of the passage in order to improve the development of her conclusion?
- A. Mention what happened to Zuka.
B. Give details about when the writer expects to visit Germany.
C. Explain the differences between the cultures of the United States and Germany.
D. Discuss the language barrier the writer might face in Germany.

Instructions

Fill in the table as your teacher leads the discussion.

ACT (Not So) Secrets:

ACT English questions do not become more difficult as you go along. The difficulty levels are mixed up, so the most challenging questions could be followed by the easiest. There's no pattern. On top of that, sometimes the easiest questions show up at the back of the test, in the last passage.

For that reason, you should pace yourself and split your time relatively evenly across the passages of the English test. You have a total of 45 minutes to answer 75 questions. Spend 8 minutes on each of the 5 passages and save 5 minutes for the end so you can go back and check your work.

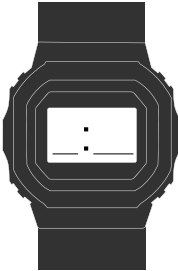
Subject	Time	Questions	Sections	Pace
English	_____ minutes	_____ questions	_____ passages	_____ min / passage

Instructions

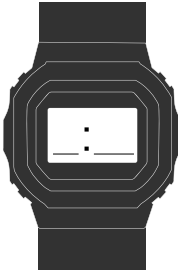
Fill in the blanks with the time you should begin each passage.



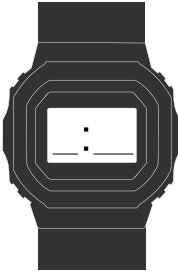
Set your watch to 12:00 at the beginning of the test.



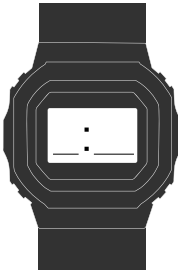
Passage 5



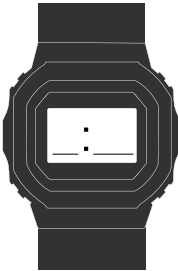
Passage 2



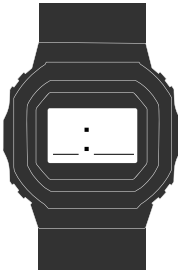
Check your answers.



Passage 3



The test ends.



Passage 4