

# Test Prep Deep Dive: All About the ACT

**Moderator:**

Dan Cozzens  
COO & Head of Tutoring

**Panelists:**

Sarah Cuneo  
Tutoring Associate & ACT Expert  
Mitchel Kawash  
Tutoring Associate & ACT Expert

Welcome!  
The webinar will begin shortly.



## Test Prep Deep Dive: the ACT Schedule For Today

- Bespoke's 2025 Test Prep Plan
- Why we're here tonight
- The ACT: Section by Section:
  - English
  - Math
  - Reading
  - Science
  - Essay
- Test Preparation Basics

# ACT English: Introduction

## Current Structure

- 75 questions in 45 minutes
- 5 passages of 15 questions each
- Some questions have stems, some do not

## Future Structure

- 50 questions in 35 minutes
- Each question gets its own question stem

### PASSAGE II

#### The Adventures of a Musician

Born in 1943 in Cuba, Tania León developed a keen interest in music at an early age. When she was just four years old, she would tune the families radio to classical music and then listen intently to every note. Noticing this fascination, Tania's grandmother enrolled her in the Havana Music Conservatory, where she became the youngest student in the school. She chosed to study piano.

León was also fascinated by faraway places. She covered her bedroom walls with postcards of famous sites. She invented languages no one else could understand and dreamed of traveling around the world. Irritated by this desire for adventure, León moved to New York City in her early twenties. There, Arthur Mitchell, director of the

16. **F.** NO CHANGE  
**G.** family's radio,  
**H.** families radio,  
**J.** family's radio
17. **A.** NO CHANGE  
**B.** she was enrolled by her grandmother  
**C.** Tania was enrolled  
**D.** she enrolled her
18. **F.** NO CHANGE  
**G.** had chose  
**H.** choosed  
**J.** chose
19. Which of the following alternatives to the underlined portion would NOT be acceptable?  
**A.** places and  
**B.** places that  
**C.** places: she  
**D.** places, so she
20. **F.** NO CHANGE  
**G.** Prompted  
**H.** Riled up  
**J.** Annoyed

# ACT English: Grammar

## Management Consulting

To some people, the field of consulting is a running joke. Like analysts, the title of *consultant* is so slippery and ill defined that it can mean almost anything. Recruiting firms, public relations agents, and even engineering companies often label a wide swath of their employees as consultants, making it hard to understand exactly what a consultant is supposed to do. Indeed, the...

9. Which alternative to the underlined portion would NOT be acceptable?
- A. consultants; this makes it hard
  - B. consultants, and this makes it hard
  - C. consultants that make it hard
  - D. consultants, which makes it hard

# ACT English: Complex Grammar

No two jingle trucks are alike. Some depict landmarks or religious sites. Others bear images of movie stars or mythological creatures. Many are painted with gardens, with <sup>49</sup> lakes, or mountaintops. Metalwork attached to the sides of the trucks have imitated <sup>50</sup> architectural features you would expect to see in a temple or a palace. Every inch has something to grab your attention. **51**

49. A. NO CHANGE  
B. illustrations of lakes,  
C. lakes,  
D. painted with illustrations of lakes,
50. F. NO CHANGE  
G. imitating  
H. imitates  
J. imitate
51. If the writer deleted the preceding sent

# ACT English: Aesthetics

## The Sage of Omaha

Warren Edward Buffett often seems like a man of contradictions: the third richest billionaire in the world, he still lives in the same Nebraska house he bought in 1958 for \$31,500. Yet despite his reputation for personal frugality, he is even more famous for his generous giving to charities, or largesse. In just the past ten years, he has given away over \$30 billion to various worthwhile causes.

4. F. NO CHANGE  
G. generous giving to charities, otherwise known as  
H. generous charitable giving—that is, his  
J. DELETE the underlined portion.

# ACT English: Details

## Cab Calloway, Great American Musician

Cab Calloway—a singer, dancer, and bandleader— was

31

one of the most talented and lively performers of the Jazz Age.

Once famous for his raw charisma and over-the-top stage

32

presence, Calloway has since faded into relative obscurity—

32

but his lasting legacy in American music ought to be more

widely known. **[A]**

31. A. NO CHANGE  
B. Cab Calloway, a singer, dancer and bandleader—  
C. Cab Calloway; a singer, dancer, and bandleader,  
D. Cab Calloway—a singer, dancer and, bandleader—
32. Which choice provides the most specific description of Calloway's talents as a performer?  
F. NO CHANGE  
G. hit songs in the 1930s and 1940s,  
H. knowledge of the recording industry,  
J. ability to spot up-and-coming musicians,

# ACT Math: Introduction

## Current Structure

- 60 questions in 60 minutes
- Random content order
- Generally ascending order of difficulty
- “Broad and Shallow”

## Future Structure

- 45 questions in 50 minutes
- 4 answer options instead of 5

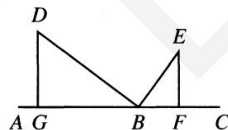
25. A plumber charges \$13.50 per hour for a plumbing job that requires more than 3 hours to complete. For any job requiring 3 hours or less, there is a flat charge of \$40.50. If  $h$  represents the number of hours the job requires, which of the following expressions gives the charge, in dollars, for a job requiring more than 3 hours to complete?

- A.  $13.5h + 40.5$
- B.  $13.5h$
- C.  $13.5h - 40.5$
- D.  $-13.5h + 40.5$
- E.  $40.5$

26. When  $bd - k = y$  and  $d \neq 0$ ,  $b = ?$

- F.  $\frac{y+k}{d}$
- G.  $\frac{y-k}{d}$
- H.  $k - y - d$
- J.  $y - k + d$
- K.  $y + k - d$

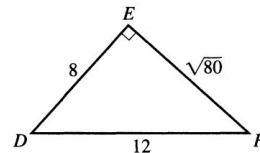
27. In the figure below,  $A, G, B, F,$  and  $C$  are collinear;  $\overline{DB}$  is perpendicular to  $\overline{BE}$ ;  $\overline{DG}$  is perpendicular to  $\overline{AC}$ ; and  $\overline{EF}$  is perpendicular to  $\overline{AC}$ . If  $\overline{DB}$  is 20 units long,  $\overline{EB}$  is 10 units long, and  $\overline{EF}$  is 8 units long, how many units long is  $\overline{DG}$ ?



- A. 3
- B. 12
- C. 18
- D. 24
- E. 36

39. For right triangle  $\triangle DEF$  with dimensions in inches as given below, what is  $\cos F$ ?

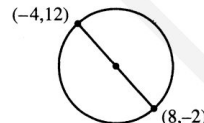
- A.  $\frac{8}{\sqrt{80}}$
- B.  $\frac{8}{12}$
- C.  $\frac{\sqrt{80}}{12}$
- D.  $\frac{12}{\sqrt{80}}$
- E.  $\frac{12}{8}$



40. The length of a rectangle is 5 times its width. The perimeter of the rectangle is 96 ft. What is the width, in feet, of the rectangle?

- F. 8
- G. 9.6
- H. 16
- J. 19.2
- K. 40

41. A diameter of a circle that has endpoints  $(-4,12)$  and  $(8,-2)$ , as shown below, is in the standard  $(x,y)$  coordinate plane. What point is the center of this circle?



- A.  $(2, 5)$
- B.  $(4, 10)$
- C.  $(6, 7)$
- D.  $(12, 14)$
- E. Cannot be determined from the given information



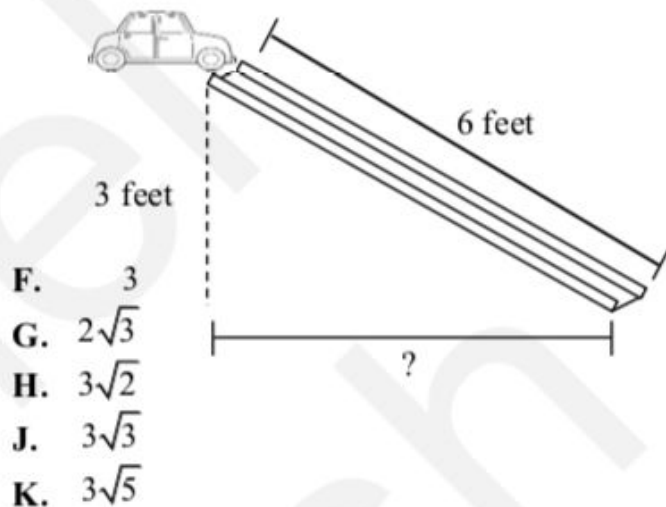
# ACT Math: Multiple Pathways & Backsolving

12. Eivin, Simon, and Ramon are all roommates. Eivin has the largest room, so Simon and Ramon each pay  $\frac{2}{3}$  of what Eivin pays for rent. If the total monthly rent is \$1610, how much does Eivin pay each month?

- F. \$460
- G. \$690
- H. \$870
- J. \$966
- K. \$1,207

# ACT Math: Know Your Stuff!

24. Heidi is building a race track for her toy cars. She uses 6 feet of track and starts at a height of 3 feet. What is the horizontal distance, in feet that a car will travel before it reaches the end of the track?



# ACT Math: Do the Work! (and Show It!)

5. An angle in a right triangle has measure  $\beta$ .

If  $\tan \beta = \frac{5}{12}$ , then  $\sin \beta = ?$

A.  $\frac{5}{\sqrt{313}}$

B.  $\frac{5}{\sqrt{119}}$

C.  $\frac{5}{13}$

D.  $\frac{12}{13}$

E.  $\frac{13}{5}$

# ACT Math: Esoteric Content, Easy Math

32. If  $A = \begin{bmatrix} 5 & 7 \\ -3 & 10 \end{bmatrix}$  and  $B = \begin{bmatrix} -5 & -7 \\ 3 & -10 \end{bmatrix}$ , then  $A - B = ?$

F.  $\begin{bmatrix} -1 & -1 \\ 1 & -1 \end{bmatrix}$

G.  $\begin{bmatrix} 0 & 0 \\ 0 & 0 \end{bmatrix}$

H.  $\begin{bmatrix} -25 & -49 \\ -9 & -100 \end{bmatrix}$

J.  $\begin{bmatrix} 12 & -12 \\ 7 & -7 \end{bmatrix}$

K.  $\begin{bmatrix} 10 & 14 \\ -6 & 20 \end{bmatrix}$

26. Let  $\mathcal{J}x\mathcal{J} = 3x + 2$  for all values of  $x$ . If  $\frac{\mathcal{J}2t\mathcal{J}}{2} + 1 = 5$ , what is the value of  $t$ ?

F.  $\frac{1}{2}$

G.  $\frac{2}{3}$

H. 1

J.  $\frac{3}{2}$

K. 2

22. The imaginary number  $i$  is defined such that  $i^2 = -1$ . What is the value of  $i + i^2 + i^3 + i^4 \dots + i^{24} + i^{25}$ ?

F.  $-i$

G.  $i$

H.  $-1$

J. 0

K. 1

# ACT Reading: Introduction

## Current Structure

- 40 questions in 35 minutes
- 4 passages of 10 questions each
  - Literary Narrative
  - Social Science
  - Humanities
  - Natural Science
- Varied question types

## Future Structure

- 36 questions in 40 minutes
- “Shorter reading passages”

**Passage III**

**SOCIAL SCIENCE:** This passage is adapted from “What Piketty Fought,” an essay by Most Omega © 2014.

The French economist Thomas Piketty has apparently been crowned the world’s leading expert on inequality. His exhaustive opus of economic history—the 700-page *Capital in the Twenty-First Century*—sat improbably atop the New York Times bestseller list for nearly two months in early 2014. Some hailed his book as the most important study of inequality in over 50 years.

Piketty is hardly the first scholar to examine the linkage between capitalism and inequality. What sets him apart is his relentlessly empirical approach to the subject and his access to previously unused data to show the growing trends of income and wealth inequality. The database he compiled spans 300 years in 20 countries.

The principal cause of inequality, according to Piketty, is that investing large amounts of capital is far more lucrative than investing large amounts of labor. Returns on capital can be thought of as the payments that go to a small fraction of the population—the investor class—simply for having capital. In essence, the investor class makes money from money, without contributing to the “real economy.” Piketty shows that after adjusting for inflation, the average global rate of return on capital has held steady, at about 5 percent, for the last 300 years (with a few exceptions, such as the World War II years).

The rate of economic growth, however, has shown a different trend. Before the Industrial Revolution, and for most of human history, economic growth was about 0.1 percent per year. But then, aided by the increasing use of fossil fuels, economic growth in the rapidly industrializing North increased during the 19th century to a then-staggering 1.5 percent. From the 1950s through the 1970s, growth rates began to accelerate in the rest of the world. While the United States hovered just below 2 percent, Africa’s growth rates caught up with America’s, and rates in Europe and Asia reached upwards of 4 percent.

But economic growth did little to reduce inequality. In fact, as Piketty demonstrates, wealth has grown ever more concentrated in the hands of the few even as the pie has gotten bigger. Throughout the 19th and early 20th centuries, the rate of return on capital exceeded that of growth, and inequality flourished in the industrialized world. In the 1950s, this trend began to shift—not due to redistributive economic policies, but rather as a result of historical calamities in the preceding decades. During this time, aggressive social, economic, and tax policies were ushered in by devastation and destruction. With these policies in place, the recovery efforts after the Second World War accelerated growth, which for the first time in modern history exceeded the rate of return on capital—creating a middle class.

Economists of that era such as Simon Kuznets had argued that a rising tide of industrialization would initially create greater inequality; however, once people began to adapt to the new economic conditions, they would gain access to more wealth by becoming fully integrated into the economic order—in essence closing the wealth gap. This argument helped justify a quest for perpetual economic growth and free markets while simultaneously ignoring the problem of increasing income inequality.

In *Capital*, Piketty rigorously debunks the argument for perpetual growth, concluding that industrialization without any enforceable progressive taxation has actually created greater inequality. But if growth isn’t the answer, what is? Piketty offers few remedies. His main prescription—a “progressive tax on global capital”—assumes that a 2-to-5-percent global growth rate is sustainable in the long run, and will reduce inequality by redistributing capital.

Piketty spends about four pages in his 700-page tome discussing limits to growth, but he fails to address the fact that limitless growth is completely unsustainable on a finite planet. Recent reports from NASA, the Intergovernmental Panel on Climate Change, and the U.S. government’s National Climate Assessment all conclude that the planet cannot continue on the same path of economic growth if it is to sustain human life.

The traditional approach to inequality is to bring down those at the top while raising up those at the bottom. But to what level should we bring people, considering our finite planet? Do we want everyone to live the advertised suburban American middle-class lifestyle? Obviously that can’t work, as it would require the resources of at least five planet Earths.

Piketty is right in noting that our political economy favors the growth of inequality, and that inequality in turn poisons our politics. But while creating a society that shares its prosperity is a noble goal, we need to address a much bigger gap than the one between rich and poor. That is the gap between the demands of our economy and the capacity of our planet. Thankfully, scores of writers and activists have been studying the ecological, economic, social, and political dimensions of this crisis with the aim of identifying a just transition to a more workable system. Piketty has shown part of the problem, but he can’t show how to solve it on his own.

21. The passage suggests that Piketty’s treatise differs from other studies of inequality in all of the following ways EXCEPT:

- A. its use of previously unseen data.
- B. its doggedly empirical approach to the subject.
- C. the attention it pays to the limits to growth.
- D. its popularity with the reading public.

22. The main idea of the passage is that:

- F. Piketty has written an overly long book that did not deserve its best-seller status.
- G. Piketty’s book successfully debunks the argument for perpetual growth.
- H. Piketty is better at describing economic disparities than at addressing potential solutions.
- J. the main source of inequality is that investment of capital is far more profitable than investment of labor.

23. The passage suggests that the American middle class grew most rapidly:

- A. during the nineteenth century.
- B. during the first half of the twentieth century.
- C. in the 1950s.
- D. in recent decades.

24. The passage indicates that the “advertised suburban American middle-class lifestyle” (lines 81–82) is:

- F. illusory to all but a small investment class.
- G. unsustainable on a global scale.
- H. achievable through a progressive tax on global capital.
- J. the product of redistributive economic policies.

25. The primary purpose of the sixth paragraph (lines 51–60) is to:

- A. chastise Simon Kuznets and other economists for failing to address the problem of income inequality.
- B. discuss an economic argument that Piketty successfully refutes.
- C. explain why twentieth-century captains of industry failed to address growing inequality.
- D. present an alternative theory for how to close the wealth gap.

26. The passage indicates that the rate of growth began to exceed the return on capital in the 1950s due to:

- F. post-war recovery effects.
- G. faith in the free market system.
- H. redistributive economic policies.
- J. the increasing use of fossil fuels.

27. As it is used in line 6, *hailed* most nearly means:

- A. announced.
- B. acclaimed.
- C. adopted.
- D. summoned.

28. The author most likely mentions reports from “NASA, the Intergovernmental Panel on Climate Change, and the U.S. government’s National Climate Assessment” (lines 73–75) in order to:

- F. argue that Piketty’s prescriptions cannot work given the planet’s finite resources.
- G. discredit the traditional approach to addressing inequality.
- H. show that federal and international agencies are responding adequately to issues of sustainability.
- J. suggest that income inequality is not a major problem that needs to be addressed.

29. According to the passage, the average global rate of return on capital investments is typically around:

- A. 0.1 percent.
- B. 1.5 to 2 percent.
- C. 4 percent.
- D. 5 percent.

30. The passage answers all of the following questions EXCEPT:

- F. How many years of economic activity did Piketty study?
- G. How quickly did the economy grow before the Industrial Revolution?
- H. How has the United States’ economic growth rate fared in the 21<sup>st</sup> century?
- J. When did Africa’s growth rate begin to catch up with that of the United States?

# ACT Reading: Using Passage Structure

22. The main idea of the passage is that:

- F. Piketty has written an overly long book that did not deserve its best-seller status.
- G. Piketty's book successfully debunks the argument for perpetual growth.
- H. Piketty is better at describing economic disparities than at addressing potential solutions.
- J. the main source of inequality is that investment of capital is far more profitable than investment of labor.

**SOCIAL SCIENCE:** This passage is adapted from "What Piketty Forgot," an essay by Noel Ortega (© 2014).

The French economist Thomas Piketty has apparently been crowned the world's leading expert on inequality. His exhaustive opus of economic history—the 700-page *Capital in the Twenty-First Century*—sat improbably atop the New York Times bestseller list for nearly two months in early 2014. Some hailed his book as the most important study of inequality in over 50 years.

- 85      Piketty is right in noting that our political economy favors the growth of inequality, and that inequality in turn poisons our politics. But while creating a society that shares its prosperity is a noble goal, we need to address a much bigger gap than the one between rich and poor.
- 90      That is the gap between the demands of our economy and the capacity of our planet. Thankfully, scores of writers and activists have been studying the ecological, economic, social, and political dimensions of this crisis with the aim of identifying a just transition to a more workable system. Piketty has shown part of the problem, but he can't show how to solve it on his own.

# ACT Reading: Tip-Off Phrases

5. According to the passage, information cocoons are:
- A. collections of inaccurate information.
  - B. aggregations of information that are difficult to access.
  - C. collections of information that are limited by the user's interests.
  - D. especially reliable aggregations of information.

# ACT Reading: Words, Comparisons, etc.

10. As it is used in line 76, *profound* most nearly means:

- F. severe.
- G. clever.
- H. deep.
- J. abstract.

36. As it is used in line 50, the word *enlightened* most nearly means:

- F. unburdened.
- G. mystified.
- H. realized.
- J. informed.

29. Which of the following statements best describes how the passages present Melissinos's belief about whether people should consider video games to be art?

- A. Passage A suggests Melissinos believes people should consider video games to be art, while Passage B suggests Melissinos believes people should decide for themselves.
- B. Passage A suggests Melissinos believes people should consider video games to be merely entertainment, while Passage B suggests Melissinos believes people should consider them to be art.
- C. Both passages suggest Melissinos believes people should consider video games that are used for educational purposes to be art.
- D. Both passages suggest Melissinos believes people should consider early video games to be art but more recent video games to be merely entertainment.



# ACT Science: Introduction

## Current Structure

- 40 questions in 35 minutes
- 5-7 passages of 5-7 questions each
- Variety of question types

## Future Structure

- Optional section
- 40 questions in 40 minutes
- Other kinds of content?

### Passage VI

Some students performed studies of *static friction* (the frictional force between 2 surfaces that are at rest relative to each other) and *kinetic friction* (the frictional force between 2 surfaces that are sliding past each other).

#### Study 1

The students obtained three identically sized planes, each made of either glass, metal, or wood, and three 1.0 kg blocks, each made of either glass, metal, or wood. They looked up the *coefficient of static friction* ( $\mu_s$ , a measure of the frictional force between a plane and a motionless block) for each combination of plane and block to be tested. With a plane in the horizontal position ( $\theta = 0^\circ$ , where  $\theta$  was the angle between the plane and the table) and a block at the starting line (see Figure 1), the students increased  $\theta$  until the moment the block began to slide. They recorded the angle at that moment as  $\theta_s$  (see Table 1).

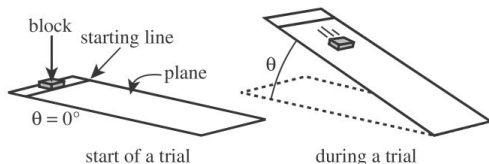


Figure 1

Trial	Plane	Block	$\mu_s$	$\theta_s$
1	glass	glass	0.93	$43^\circ$
2	glass	metal	0.60	$31^\circ$
3	glass	wood	0.19	$11^\circ$
4	metal	metal	0.75	$37^\circ$
5	metal	wood	0.53	$28^\circ$
6	wood	wood	0.34	$19^\circ$

#### Study 2

The students looked up the *coefficient of kinetic friction* ( $\mu_k$ , a measure of the frictional force between a plane and a sliding block) for each combination of plane and block. For each trial,  $\theta$  was initially  $45^\circ$ . Once a block was placed on the plane and released, it began to slide. The students reduced  $\theta$  until it reached its critical value,  $\theta_c$ , the angle at which the block's speed down the incline became constant (see Table 2).

Trial	Plane	Block	$\mu_k$	$\theta_c$
7	glass	glass	0.40	$22^\circ$
8	glass	metal	0.25	$14^\circ$
9	glass	wood	0.05	$3^\circ$
10	metal	metal	0.58	$30^\circ$
11	metal	wood	0.19	$11^\circ$
12	wood	wood	0.25	$14^\circ$

34. Based on the results of the studies, the absolute value of the difference between  $\theta_s$  and  $\theta_c$  was greatest for which of the following pairs of trials?

- F. Trials 1 and 7
- G. Trials 2 and 8
- H. Trials 3 and 9
- J. Trials 4 and 10

35. Based on the results of Study 2, as  $\mu_k$  increased,  $\theta_c$ :

- A. increased only.
- B. decreased only.
- C. increased and then decreased.
- D. decreased and then increased.

# ACT Science: Look-Up

Figure 4 shows the rate of DEHP degradation as a function of time (in days) for different initial concentrations of DEHP.

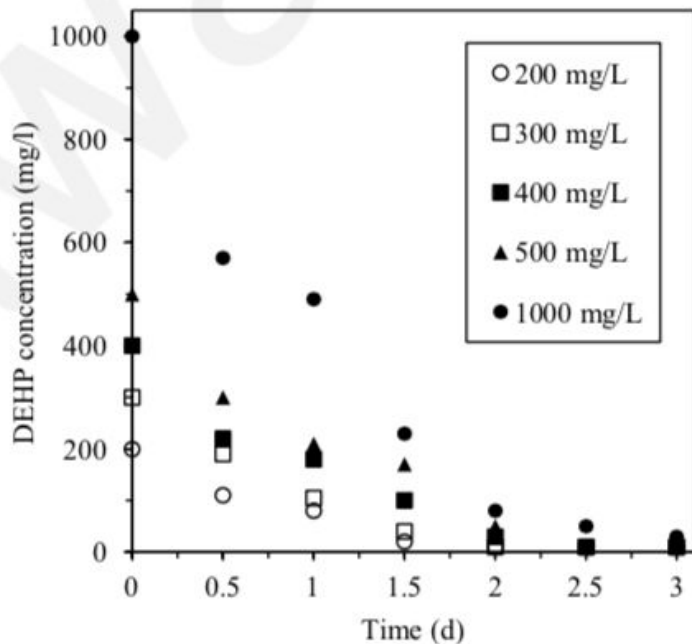


Figure 4

5. According to Figure 4, for an initial DEHP concentration of 500 mg/L, the DEHP concentration after 18 hours is approximately:

- A. 50 mg/ L.
- B. 150 mg/ L.
- C. 250 mg/ L.
- D. 350 mg/ L.

# ACT Science: Complex Look-Up

5. Which colony won approximately 50% of its fights?

- A. Colony 2
- B. Colony 4
- C. Colony 5
- D. Colony 7

access to the arena, and the time it took for them to discover the crickets was measured. The results were recorded in Table 1.

Colony	Species	Number of exploring ants	Time to find food (sec)
1	<i>Pheidole dentata</i>	20	30
2	<i>Pheidole dentata</i>	15	80
3	<i>Pheidole dentata</i>	24	18
4	<i>Pheidole dentata</i>	19	59
5	<i>Solenopsis invicta</i>	10	151
6	<i>Solenopsis invicta</i>	8	163
7	<i>Solenopsis invicta</i>	12	142
8	<i>Solenopsis invicta</i>	5	178

results obtained from this experiment.

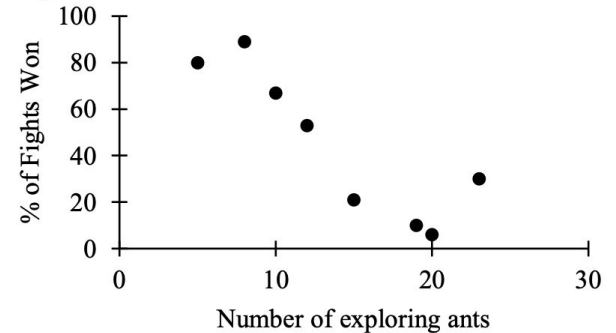


Figure 2

## ACT Science: Yes/Yes/No/No

- 12.** Scientists state that in recent years polar bears have had to swim increasingly long distances during warmer months to find seals. Is this assertion supported by the data presented?
- F.** Yes, over time more of the ice cover was lost during summer months in the years from 1995 to 2005.
  - G.** Yes, over time the average monthly surface temperature was consistently warmer in the years from 1995 to 2005.
  - H.** No, there is no discernable pattern for the monthly ice cover in the years from 1995 to 2005.
  - J.** No, the annual high temperature remained the same over the years from 1995 to 2005.

# ACT Science: Experimental Structure

## *Experiment 3*

Ozone ( $O_3$ ) is a naturally occurring atmospheric gas that protects life on Earth from excess ultraviolet radiation. Levels of ozone were taken 50 meters from the 3 ports with an Automation Factor of 30 that were studied in Experiment 1. These results were recorded in Table 3. By way of comparison, the naturally occurring ozone concentration in the atmosphere in areas far from pollution is 0.12 ppm.

Port Usage (Ships/Day)	Ozone Level (ppm)
100	0.11
200	0.08
300	0.06

# ACT Science: Variables & Controls

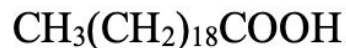
Table 1

Automation Factor (Workers/Ship)	Port Usage (Ships/Day)	Average NO <sub>2</sub> Level (ppb)
10	100	20
	200	36
	300	55
30	100	27
	200	42
	300	61
50	100	34
	200	51
	300	78

2. According to the experimental results, one way to reduce NO<sub>2</sub> levels in the air near a port would be to:
- F. impose harsh speed limits on ships entering the port.
  - G. require the port to serve at least 300 ships per day.
  - H. decrease the Automation Factor at the port.
  - J. increase the Automation Factor at the port.

# ACT Science: Outside Knowledge

arachidic acid



1. A molecule of arachidic acid contains how carbon atoms?

- A. 3
- B. 18
- C. 20
- D. 22

1. To determine how many *C. elegans* moved toward each compound in Experiments 1 and 2, the students most likely used which of the following pieces of laboratory equipment?

- A. Balance
- B. Graduated cylinder
- C. Microscope
- D. pH meter

6. Based on the description of *C. elegans* in the passage, a cell from a *C. elegans* lacks which of the following structures?

- F. Cell wall
- G. Mitochondria
- H. Nucleus
- J. Plasma membrane

# ACT Writing Test (Essay): Task

## Current Structure

- 1 question in 40 minutes
- Optional

## Future Structure

- Unchanged as far as we know

### Essay Task

Write a unified, coherent essay in which you evaluate multiple perspectives on the debate over animal intelligence. In your essay, be sure to:

- analyze and evaluate the perspectives given
- state and develop your own perspective on the issue
- explain the relationship between your perspective and those given

Your perspective may be in full agreement with any of the others, in partial agreement, or wholly different. Whatever the case, support your ideas with logical reasoning and detailed, persuasive examples.



# ACT Practice Tests: Score Report

Form Code	English <b>26</b>	Composite Score <b>26</b>
ACT 8	Math <b>27</b>	
Test Date	Reading <b>25</b>	
06/20/16	Science <b>25</b>	

Score Report Key	
Your Answers	Question Types
<ul style="list-style-type: none"> <li>+ Correct</li> <li>O Omitted</li> <li>A-K Incorrect</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>U Usage &amp; Mechanics</li> <li>R Rhetorical Skills</li> <li>Math</li> <li>E Pre-Algebra &amp; Elementary Algebra</li> <li>A Intermediate Algebra &amp; Coordinate Geometry</li> <li>G Plane Geometry &amp; Trigonometry</li> <li>Reading</li> <li>S Social Studies &amp; Sciences</li> <li>A Arts &amp; Literature</li> </ul>

SECTION 1: ENGLISH	
Question No.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
Correct Answer	B G D J C H A J C J A H D G D F B G A J B J C H D F C F B F D J C H B G C J A J
Your Answer	+ + + + <b>D</b> + + + + + + + + + + + + <b>D</b> + + + <b>A</b> + + + + + + <b>H</b> + + + <b>J</b> + <b>G</b> <b>D</b> +
Type of Question	U R U R U U R U R R U R U U U U U R R R U R R R U R U U U R R U R R R U U R U U
Difficulty Level	M M E E M E M E E E E E E E M E E E M E M E E E E E E E M M E E E E E M M E
SECTION 1 continued...	
Question No.	41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75
Correct Answer	C H A G A G B H D F A G D F C G A H C F B F D G C H B J A H C J B J A
Your Answer	+ <b>F</b> <b>C</b> + + + + + + + + <b>A</b> <b>J</b> + + <b>B</b> + <b>A</b> <b>J</b> + + <b>B</b> + <b>D</b> + + + + + + + + <b>D</b>
Type of Question	U R R R R U R R R R U U U U R U U R R R U U U R U U U R R U U R U U U
Difficulty Level	M E E E E M M E E E M E E E M E M E M E H M M E M E M E E M E M H

SECTION 2: MATH	
Question No.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
Correct Answer	E H C J A J A K C H A F C K B K C J E K C F C F B G D K C J B J B F B K D F B G
Your Answer	+ + + + + + + + + + <b>H</b> + + + <b>F</b> + + + + + + <b>H</b> + + + <b>H</b> <b>C</b> + + + + <b>F</b> + + + <b>H</b>

# Preparing for the ACT

- Prep Targets:
  - Memory
  - Habits
  - Strategies
  - Reflex Responses
- What Does Test Prep Involve?
  - Learning
  - Studying
  - Focused practice
  - Reflective review
- Long Term Change
  - Sports / Musical Instrument
  - ~~Grammar~~
- Make a Schedule
  - Consistency beats volume
  - Regularity is key
    - Think of test prep as another course
    - ~25 minutes of HW on most days
    - Practice tests are essential
- Be Patient: Improvement Takes Time



# *BESPOKE* EDUCATION

**Thank you!**

[www.bespokeeducation.com](http://www.bespokeeducation.com)

212-286-2227