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Dear English 11 Students and Parents,

Last Semester at the beginning of winter, I distributed hard copies of AMI packets. If that has been misplaced, copies are available on Google Classroom and the class website. Here is the pattern for the anticipated AMI days: **each day read a passage and complete the ACT practice questions for that passage.**

Additionally, students are expected to read their independent reading (library) books and complete annotations while on the break. Fifteen (15) annotations and $\frac{3}{4}$ of the reading completed will be due on the Friday after Spring Break (April 3).

However, that assignment will convert into AMI days 6-10 if needed. So, if school is out for 10 days, then students should read their ENTIRE IR (library) book and annotate it as their day 6-10 assignment.

The summative test scheduled for this week will be given the week of April 6 in order to give time for review after we return. I would encourage each of you to study the notes you took over rhetorical devices taught over the last 3 weeks. (I will put a rhetorical device study guide on Classroom & the website by Wednesday.)

I will be available for questions every day between 8:00a.m. and 3:45p.m. through the platforms listed above. Stay healthy and have a wonderful Spring Break!

Warmest Regards,

Patricia Hopkins, MAT
MHS English 11 Instructor

Test 1

READING

40 questions

35 minutes

ANSWER SHEET-Reading Test 1

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PASSAGE I—PROSE FICTION “The Perfect Date”

“What did I even do wrong?” Justin asked himself silently. “Now I’m starting to understand the old cliché, ‘nice guys finish last.’” He shuffled away self-consciously from the dim porch light of her house into the clear blackness enveloping him. He was now hyper-aware of his appearance: His awkward movement from the porch, his poor posture as he hung his head, and the way his toes pointed slightly inward from step to step. What if she were watching from the window, dissecting his gait? How embarrassing.

Justin was raised with proper morals; he was truly a gentleman tonight, just as his mom had advised. He picked up his date, opened the car door for her, paid for dinner and the movie, took her back home before her curfew, and didn’t expect anything more than a genuine smile, hug, or an “I-really-had-fun-with-you-tonight.” Sure, deep down he longed for their eyes to lock, leading to that perfect, first kiss, but that was wishful thinking. Any show of affection would have been better than the reality of the whispered, “Bye, Justin. Thanks,” and the gentle swipe on the shoulder from her long blond hair when she sharply turned to grab her screen door to escape his company.

They really had a great time. This was a fact Justin wasn’t creating subconsciously to protect his ego. They radiated matching genuine smiles when he came to pick her up. They talked in the car about their mutual love of pop songs and listened on the way to dinner. They laughed and laughed over dinner as they regaled stories of old Mrs. Shulter, their junior English teacher, and her famous cat sweaters and her favorite angry shout, “Stifle yourself!” His date even snorted from laughing so hard. At the movie, he thought about putting his arm around her like he’d seen in so many TV shows and movies where so many suave guys pull the old “yawn move” and stretch their arms around their dates’ shoulders (naturally the girls snuggle in close and sigh dreamily). Justin decided against both, thinking that she would appreciate his respectfulness—or was it that he was too shy to try? Justin sighed and pulled his car keys from his jeans’ pocket as he continued in the dark toward his parked car. The porch light went out behind him.

The car keys’ jingling seemed to awaken a single cricket from the hedge off to the side. Two pigeon-toed steps later, though, a cacophony of laughter from the hidden multitude of insects violated the solemnity of the moment. Had the springtime crickets noticed his failure too? Had they held their breath when the teenagers passed by on the way up to the front porch? Did they

gasp when she shrank away into the house without any show of affection? The sound was becoming obnoxious. If crickets could laugh at him, he could only imagine how mortified he would feel on Monday at school. “Might as well get used to it,” he thought to himself. “She’s going to tell everyone about how awful of a date this was and everyone at school’s going to laugh, too.” Justin picked up the pace and manipulated his car alarm remote in the dark. The sharp double-beep seemed to silence the heckling audience. There was nothing more he wanted than to ride away from her house and forget the whole humiliating episode that took place only moments ago.

Justin popped the car door open and sank into the driver’s seat. He found the car key and attempted to calm his shaking hand with a deep breath in order to slide the key into the ignition. He cranked the engine and heard the brief whine and anxious roar. He was more than ready to abandon the scene of his failure, and with it, he had to change that pop radio station. Justin fumbled with the buttons of his radio, settling on an ‘80s station. “Could the world be any more cruel and heartless?” he thought as the singer cried out, “You comin’ back to me is against all odds...” Nothing was letting him sever the memories of disappointment of the date and himself.

Just as Justin reached to put the car in gear and certainly never return, he was startled by sudden taps at the window. His downtrodden heart received a jolt and raced to life. It was her—she had come back! He looked through the window and instinctively smiled like a toddler on his birthday waiting to blow out the candles of his cake. She gracefully smiled back. He somehow found the window switch even though his furiously trembling hands seemed to fight him. The window rolled down slower than it had ever done before. He didn’t know what to expect, but just her coming back to his car meant everything to him. “I just want to say,” she whispered through her smile, “that I had a really nice time tonight.” Justin felt his ears getting red—his personalized display of nerves. Thankfully it was too dark for her to notice another one of his flaws. Justin squeaked, “Uhh, me too.” His eyes wanted look away thanks to yet another humiliation, but before they got their way, he felt a gentle touch on the back of his neck. She leaned into the window, her eyes slowly closing. He didn’t think. He let his eyes close and felt her soft lips touch his. His heart pounded. He didn’t want this moment to end, but it did, just as fast as it had started. She broke contact and pulled away with a giggle only an angel could sound. She was gone, jetting away in front of his car, the headlights re-

100 vealing her sprint. Justin tried to watch every movement, but the night sky only allowed him glimpses of a bobbing shadow against the background of her house. She scurried inside and closed the door. Justin could not wipe the smile from his face. He couldn't wait to see her again and wished for her to come right back out of the door, but she didn't—that was okay, though. All was right with the world. Justin faced forward, put the car in gear, and replayed the moment in his head until sleep took hold hours later.

110 “Maybe nice guys don’t finish last,” Justin concluded while lying in his bed, his heart still pounding.

1. The passage suggests that Justin is concerned with all of the following EXCEPT:

- A. acting in a courteous manner toward his date.
- B. not disappointing his parents.
- C. what his peers will think about the date.
- D. the annoying sound of the insects.

2. The passage as a whole best supports which of the following explanations for Justin’s inability to give his date a kiss at her doorstep?

- F. He was embarrassed of all the little things he had done wrong throughout the night.
- G. He was self-conscious of his own body image and movements.
- H. His anxiety about the kiss prevented his action.
- J. His shy but well-mannered behavior hindered his forward advances.

3. It is implied in the fourth paragraph (lines 43-62) that Justin imagines all of the following EXCEPT:

- A. his date ridiculing him to others.
- B. an audience jeering.
- C. crickets quietly observing the daters’ advance to the house.
- D. his date running back out to meet him.

4. It can be reasonably inferred that Justin’s date:

- F. managed to control her own skittishness before Justin left.
- G. came back out and kissed him out of pity.
- H. ran away from the car due to Justin’s poor kissing ability.
- J. kissed him so that he did not spread rumors about her at school.

5. The statement, “she sharply turned to grab the screen door to escape his company” (lines 22-23), serves the story by:

- A. enhancing the tension between the two characters.
- B. emphasizing the narrator’s view of the situation.
- C. indicating her need to avoid letting her parents glimpse an intimate moment.
- D. demonstrating her desire to hurry and check her breath.

6. The author would most likely agree with which of the following statements?

- F. Nice guys don’t always finish last.
- G. A first date should not include any romance.
- H. Dating is a rite of passage for many teenagers.
- J. Chivalry is not dead.

7. It can be reasonably inferred from the passage that the reason why Justin must change the radio station (line 69) is because:

- A. he prefers ‘80s music to pop music.
- B. he felt the need to rid his mind of everything about the date.
- C. he wanted to sulk in his misery with a sad song.
- D. he suddenly despised pop music only because his date enjoyed it.

8. Until the start of the sixth paragraph, Justin’s attitude toward the date is most likely one of:

- F. confusion.
- G. spite.
- H. understanding.
- J. apathy.

9. The only information the passage provides about Justin’s school is that:

- A. he is currently performing poorly in English.
- B. the teachers at the school frequently yell at the students.
- C. the students at the school are quick to judge others.
- D. both he and his date have a teacher in common.

10. The author most likely includes information about suave guys on TV shows and movies (lines 35-38) in order to:

- F. describe what a female anticipates when at a movie.
- G. emphasize Justin’s lack of knowledge of proper dating decorum.
- H. contrast glorified male behavior with that of Justin’s.
- J. highlight inappropriate behavior propagated by the media.

PASSAGE II—SOCIAL SCIENCE “McDonald’s Worldwide”

One of the most famous symbols around the world is the iconic golden arches. Like its logo, McDonald’s menu items are just as recognizable. Who doesn’t know the Big Mac, Quarter Pounder, or Egg McMuffin?

- 5 Though most customers have grown accustomed to seeing regular items on the menu boards, McDonald’s continuously markets new menu items for the changing tastes of its customers. For example, salads, apple slices, and Fruit and Yogurt Parfaits, though relatively recent additions to
- 10 McDonald’s menus compared to some of the classics, reflect the customers’ desires. Its willingness to meet the demands and cravings of its clientele helps make McDonald’s a permanent fixture in major cities and small towns. The company knows the value of these different tastes,
- 15 and in efforts to please its patrons, the restaurant chain has provided and continues to offer some unique food items in various regions across the U.S. and the world.

It may not be too far of a stretch for some to embrace the Cajun McChicken Sandwich all over the U.S.

- 20 This burger is a standard McChicken sandwich with Cajun spices produced occasionally in the Southern regions of the U.S. Also not straying far from standard menu items is the Texas Homestyle Burger, which consists of a quarter pound beef patty with lettuce, tomato, pickle, and
- 25 onion, but with an increased amount of mustard. However, other regional items may be a bit more surprising to the casual McDonald’s visitor. Visit certain Wisconsin restaurants for their seasonal bratwurst value meal or Maryland and Delaware for their crab cakes. Grab a
- 30 Green Chile Double Cheeseburger in New Mexico or a McLobster in the northeastern United States. Though some of these menu items may appeal to the palate of certain regions of customers, the international variations change drastically from country to country based on
- 35 tastes, cultural, or religious reasons, all of which McDonald’s holds vital.

International tastes require an international menu; what McDonald’s does with this knowledge determines a great deal for its bottom line as it continues to

- 40 grow worldwide. A food staple in Asian countries, rice is offered in McDonald’s restaurants in the form of McRice, but only consisting of ordinary brown rice. Pork burgers are featured as a normal part of the menu in Hong Kong, but some seasonal items include the Shogun Burger (a
- 45 pork bun served with Teriyaki sauce) and pineapple or red bean sundaes. In Korea, McDonald’s chains serve shrimp and *bulgogi* burgers (thinly sliced marinated beef) and McWings, a chicken wing menu item. Taiwanese restaurants prepare *fan kao*, a burger-like item with rice patties
- 50 in place of buns.

North of the American border in French-speaking provinces, poutine is featured, which consists of French fries and cheese curds covered in brown gravy. In South America, Brazilian restaurants serve the McCala-

- 55 bresa, a spicy pepperoni patty with a vinaigrette (a mixture of oil and vinegar flavored with spices). Veggie burgers, though not as peculiar to the American palate as other international meals, exist in restaurants where there is a demand for them, such as in India or Western Europe.
- 60 Indian chains supply more than just the McVeggie Burger, though, in order to satisfy a mainly non-meat eating culture. Based on these cultural and religious beliefs, Indian McDonald’s restaurants do not serve beef or pork items.

- 65 The Maharaja Mac is like the Big Mac but with two spiced chicken patties instead of beef and includes a spicy mustard sauce. A McAloo Tikki (*aloo* is translated to “potato”) is a patty of aloo with onion and tomato on a plain bun. The Paneer Salsa Wrap consists of a slab of
- 70 paneer (similar to cottage cheese) dredged in coating and fried, then added with a salad blend of lettuce, cabbage, and celery wrapped together with mayonnaise, salsa, and cheese. The Veg McCurry Pan is a rectangular, bowl-like crust filled with broccoli, baby corn, mushrooms, red bell
- 75 pepper, and a creamy sauce.

Variances in cultures can dictate an expansion model for any company venturing across borders. McDonald’s regularly expands not only across America but also across the globe and must always have the best

- 80 interest of the customer in mind. For American world travelers, the trademarked golden *M*’s seen on a strange and busy foreign street may bring a sense of comfort and security, but the food served inside may, in fact, simply remind them of just how far from home they really are.

11. The third paragraph (lines 37-50) establishes all of the following EXCEPT that:

- A. different religions demand alternative food choices.
- B. McDonald’s remains creative in its menu internationally.
- C. internationally, tastes vary greatly.
- D. McDonald’s applies knowledge of Asian culture to its food offerings.

12. Which of the following statements about McDonald's is supported by the passage?
- F. The restaurant chain always pleases its customers worldwide.
 - G. Customer demand dictates the food products McDonald's offers.
 - H. The restaurant chain's specialty items, such as the McRib, are highly sought after when they seasonally appear.
 - J. Stepping into a McDonald's overseas will force American customers to choose food other than what they are used to.
13. According to the passage, one of the few meat items available in an Indian McDonald's is the:
- A. paneer.
 - B. Maharaja Mac.
 - C. Big Mac.
 - D. McAlloo Tikki.
14. It can be reasonably inferred from the first paragraph that McDonald's recognizes Americans' increasing desire for:
- F. additional condiments on traditional fare.
 - G. recognizable, classic McDonald's menu items.
 - H. more seafood options.
 - J. healthier menu choices.
15. The line "though not as peculiar to the American palate" (line 57) when referring to veggie burgers most likely demonstrates that:
- A. veggie burgers have probably been consumed by Americans at some point in time.
 - B. there is at least one menu item that Americans will enjoy in any country overseas.
 - C. vegetables are eaten by Americans mainly in burger form, and if not, they are considered strange.
 - D. the vegetables in veggie burgers do not appeal to Americans.
16. It can reasonably be inferred that the intended audience for the passage is most likely:
- F. Americans who are familiar with standard fast food offerings.
 - G. visitors to the U.S. from across the Atlantic Ocean.
 - H. American international travelers who desire a taste of home.
 - J. foodies who scour the world for innovative culinary creations.
17. According to the passage, a traveler in Québec could expect to find what kind of dish on McDonald's menu?
- A. McRice.
 - B. Shogun Burger.
 - C. Poutine.
 - D. McCalabresa.
18. Which of the following statements best summarizes the second paragraph?
- F. Americans of certain regions are quite obstinate about preserving their own culture's foods.
 - G. American McDonald's products are the most appetizing foods compared to those from around the globe.
 - H. Regional American items are not very different than standard American McDonald's menu items.
 - J. The regional tastes of Americans are a testament to McDonald's own roots.
19. What does the author mean by the statement, "but the food served inside may, in fact, simply remind them of just how far from home they really are" (lines 83-84)?
- A. The iconic golden arches do not look like M's in other countries.
 - B. Travelers who do not plan properly can be shocked by a different McDonald's menu.
 - C. Visiting a foreign McDonald's restaurant may be a sobering experience for a weary traveler.
 - D. Cultural differences amaze those who do not immerse themselves in that culture.
20. According to the passage, which of the following McDonald's menu items is NOT found in North America?
- F. McWings
 - G. Green Chile Double Cheeseburger
 - H. Bratwurst
 - J. Cajun McChicken

PASSAGE III—HUMANITIES “The Rise and Fall of MTV”

Since its inception in 1981, MTV has long been dedicated to playing music videos, but over the last decade, the cable channel’s focus has been retooled. Reality shows have become more and more prevalent on the station and actual “music television” has practically ceased to exist. Clearly MTV has lost touch with being a music television station—no longer should one expect music to be a major portion (or any part, for that matter) of its programming.

During the 1990s, MTV began rolling out programming that did not relate to its music television roots. *The Real World* (a reality show based on the interaction of strangers in a house) and *Road Rules* (a reality show based on the interaction of strangers in an RV) met with such great success that soon after, shows like *Singled Out* and *Loveline* infiltrated the home of music television. During the 2000s, reality shows truly began to permeate the fabric of MTV. By the time *Jackass*, *The Osbournes*, and *Laguna Beach* found large audiences, MTV had little choice but to make room for the reality juggernauts by removing more and more programs related to music. Initially a response to the influx of non-music television, 1998’s *Total Request Live (TRL)*, which aired weekdays and featured top videos, was pulled from the network in 2008 to accommodate more reality programming. This reduction in music television has hit its climax in that there are few music videos ever seen on MTV anymore.

MTV’s continuing focus is on the reality genre. Recent titans such as *Teen Mom*, *True Life*, and *Catfish* have dominated the recent lineup and are well-known for their controversial topics or situations. Perhaps in efforts to appease those looking for the long lost “music television,” (more likely to give credit to the artists), MTV has recently begun citing the artists and song names of the music being played on its reality shows. Whether through a small display on the bottom of the screen during the background song’s duration or on its website, MTV has started offering viewers a chance to obtain the music heard on its station, just like in the early days when one would hear a song and purchase a record or cassette tape. Is this enough to satisfy viewers’ cravings?

This technique of disguising the actual music seems to resemble, at least in part, MTV’s controversial roots of devaluing the music played in favor of focusing on visual appeal. Critics of the early MTV stated that quality music was replaced with more visually pleasing acts—the focus from audio to visual was clear. Artists through the years have criticized MTV for this and insisted that the network uphold greater standards for their

music videos. One music group in particular, The Dead Kennedys, released a song named “MTV, Get off the Air” in 1985 to criticize the station for their apparent practices. Maybe the network, in fact, did go off the air, choosing to move from music television to reality television.

Is MTV guilty of false advertising for moving to this new programming style? Wouldn’t it be more accurate to change the name altogether from MTV to RTV (Reality Television)? In a possible attempt to be truer to its transformation, MTV dropped “Music Television” from its logo in 2010. Though seemingly a minor cosmetic alteration, this is a huge symbolic change for the network as well as for many of its viewers. Some MTV purists would certainly find this alteration to be a movement forever distancing MTV from its musical roots, while others may say, “It’s about time.” Other current loyal viewers may not even be aware of the change and are likely content with another thrilling episode of *Teen Mom*.

Certainly MTV has used viewer feedback and viewing data to transform what it once was and guide it into what it is now. With an ever-changing audience of older teens and twenty-somethings who grow out of MTV-style programs, there are new teens replacing them, finding new favorites. A teen viewer now may not even recognize that MTV once stood for “Music Television,” thanks to the constant presence of reality shows. Where does this leave the network with the meaningless letters M, T, and V? Will generations in the future even know what MTV once stood for and how it got its start? As long as viewers keep tuning in, MTV executives will continue not to care.

21. The passage claims that MTV alters its programming largely based on:

- A. how controversial the subject is.
- B. avoiding everything that had already been done.
- C. what can be considered “cutting edge.”
- D. viewing ratings.

22. According to the author, the most significant difference between *The Real World* and *Road Rules* is:

- F. the challenges to accomplish.
- G. the year each was launched.
- H. the cast.
- J. the setting.

23. The words *infiltrate* (line 16) and *permeate* (line 17) suggest the author feels reality shows have:
- A. infested a station in which they do not belong.
 - B. hostilely taken over programming with little acceptance by the public.
 - C. infected the minds of the viewers.
 - D. allowed viewers to experience things they normally would not.
24. One of the main points the author seeks to make in the passage is that:
- F. MTV's first audience is unsatisfied with its programming.
 - G. MTV should rethink its programming to match its acronym.
 - H. teens should be aware of MTV's roots.
 - J. MTV is careless with its programming.
25. The tone of this piece can best be described as:
- A. ambiguous.
 - B. resentful.
 - C. refraining.
 - D. cruel.
26. Which of the following questions is NOT answered by information in the passage?
- F. How long after its launch did it take MTV to begin showing reality shows?
 - G. What kind of programming would MTV purists like to see?
 - H. What time of night are videos actually aired on the network?
 - J. Why was *TRL* cancelled?
27. In the context of the passage, what does the author mean when he states, "This technique of disguising the actual music" (line 42)?
- A. Contrasting music played in the past, today's songs shown on reality shows are readily available on the internet.
 - B. Compared to the early videos of MTV in which the music was secondary to the visual appeal, reality shows only use music as an accompaniment.
 - C. Contrasting modern music, songs written in previous decades are musically superior.
 - D. Compared to the music videos created in the '80s and '90s, modern videos pale in comparison visually.
28. In chronological order, the following events happened in what sequence?
- I. MTV removes "Music Television" from its logo.
 - II. Critics claim that MTV was more concerned with videography than music quality.
 - III. The Dead Kennedys release a song named "MTV Get Off The Air."
- F. II, III, I
 - G. I, III, II
 - H. II, I, III
 - J. III, II, I
29. As it is used in line 32, the word *appease* can mean all of the following EXCEPT:
- A. satisfy.
 - B. gratify.
 - C. pacify.
 - D. vilify.
30. The author of the article would likely agree with which of the following statements?
- F. MTV should be off the air.
 - G. MTV values style over substance.
 - H. Audiences today only care about reality shows and not music.
 - J. Shows like *True Life* and *Teen Mom* promote unknown and indie artists.

PASSAGE IV—NATURAL SCIENCE “A Real Chupacabra?”

Throughout history, many cultures have created legends of mysterious creatures; modern civilizations are no different. Bigfoot, the Loch Ness monster, the Jersey Devil, and werewolves have all incited fear not only in children and adults alike, but also have spawned quests to find evidence of their existence. For years, one of these modern legends, the Chupacabra, has baffled cryptozoologists (researchers who study evidence or search for creatures whose reported existence is unproven). *Chupacabra*, which literally means “goatsucker,” is a mythological beast said to ravage regions in Puerto Rico, Brazil, and Mexico, as well as areas of the United States. The literal meaning of its name may be considered a misnomer, however, because it is said to attack all livestock and draining its blood. It reportedly leaves two puncture wounds in the neck of the animal but leaves the rest of the carcass intact. When mysterious deaths of livestock occur in these countries, speculation of the beast’s existence is sure to follow.

Varying reports of the physiology of the Chupacabra often generate more questions than answers. Many who believe they saw the beast claim that it has red eyes; small, bat-like wings; and walks upright. Others look at the victim’s wounds as evidence of two large protruding fangs and knifelike claws. Still others liken the Chupacabra to a dog-like creature with longer hind legs and no hair. A multitude of videos and pictures exist pervasively on the internet enhancing the tale of both styles of Chupacabra, especially on YouTube where posters proudly tout “the definitive piece of evidence” for the existence of the creature.

However, according to Benjamin Radford in an interview with ABC News reporter Ned Potter, the legend of the Chupacabra thrives on the imagination of the public and intensifies by the first hand reports of those who claim to have seen one. Radford, author of the book, *Tracking the Chupacabra: The Vampire Beast in Fact, Fiction, and Folklore*, traced the origin of the myth to a Puerto Rican housewife named Madelyne Tolentino. Tolentino recalled her 1995 experience (she shared it with the local news) to Radford for the interview: For only a matter of a minute or two, she saw a four foot tall creature standing on its hind legs with dark eyes, thin arms, and feathery spines on its back. There were only small holes where its nose would be and three fingers on each paw. Naturally, UFO researchers picked up on the story. The tale spread on the internet and went viral.

During his interview, Radford acutely observed something interesting about Tolentino’s story—it was

very detailed. In fact, it was too detailed for only a “minute or two” encounter. This was not the only suspicious detail to come out of the interview, though. Tolentino revealed to Radford that only weeks before the mysterious sighting, she had watched the movie *Species*. Radford stated to ABC News, “To me, that was the smoking gun. It can’t be a coincidence that this Chupacabra that’s now popping up all over the world just happens to look exactly like the monster in this sci-fi film.” Radford emphasizes that Tolentino was not intentionally lying or trying to create a hoax. He believes that she was simply confused about what she saw, and her imagination ran wild. Radford shared his thoughts on the Chupacabra legend: “It doesn’t matter what I write; it doesn’t matter that I solved this. People are still going to see a weird hairless thing and someone is going to call it a Chupacabra.”

The report by Tolentino describes the upright walking creature that may have spawned the legend of the Chupacabra, but more recent reports tend to describe the hairless, dog-like creature as the mythical beast. A capture in 2004 by a rancher near San Antonio, Texas, propagates the myth of the canine-esque being. He described a creature with strange jaw features and no hair. In this case, it was later determined by biologists to be a coyote of some sort with mange and facial deformities. Similar results tend to emerge from other reports where the creatures were captured or found dead. Scientists generally deduce the beast is, in fact, some kind of canine creature with physical abnormalities, which may explain why people are reporting it as a Chupacabra. A creature like this is not only a rare sight, but people generally fear the unknown and abnormal.

Although author Benjamin Radford claims to have solved the mystery of the Chupacabra, he shared his thoughts on why the creature continues to increase in notoriety with ABC News: “I think the bigger answer is that people like mysteries. And the idea of a beast that sucks goats’ blood is kind of cool—it captures the public’s imagination.” Can one man’s quest and subsequent book end the legend? At the current rate of growing popularity, one can only predict that websites dedicated to the creature, reports of sightings, and evidence of the “real” Chupacabra will only increase in the future.

31. The main purpose of this passage is to:
- A. inform readers about the Chupacabra so that they can make an informed decision if they spot a creature that resembles what is described.
 - B. present one researcher's findings in order to suggest that more research on the subject would be valuable.
 - C. describe the biological makeup of the Chupacabra in order to compare it to common canines.
 - D. discuss a mythological beast in order to illustrate how legends can grow from unusual circumstances and public interest.
32. The passage suggests all of the following as reasons for the legend's proliferation EXCEPT:
- F. the release of a book by Benjamin Radford.
 - G. internet sensationalism.
 - H. eye-witness accounts of the creature.
 - J. news sources reporting on sightings.
33. The subtitle of Benjamin Radford's book refers to the Chupacabra as "*The Vampire Beast*" (line 37) due to the way the creature:
- A. leaves no trace of its existence.
 - B. is nearly impossible to track.
 - C. attacks its victims.
 - D. is nocturnal.
34. It can be reasonably inferred that which of the following statements is true about why UFO researchers became involved in Tolentino's story?
- F. UFO researchers take an interest in any account of the unexplained.
 - G. The local news reported her story as an alien encounter.
 - H. UFO researchers are building a case that the Chupacabra is from another planet.
 - J. The description by Tolentino resembles an alien from outer space.
35. The word *mange* in line 74 means:
- A. a skin disease resulting in hair loss.
 - B. abnormal temperament and behavior.
 - C. enlarged teeth.
 - D. ability to walk on hind legs.
36. The author would most likely agree with which of the following statements?
- F. Mounting evidence of the Chupacabra, Bigfoot, and the Loch Ness monster prove that there are mysterious creatures roaming various parts of the Earth.
 - G. Hunting legendary creatures can be an enjoyable past time.
 - H. Legends like that of the Chupacabra exist due to public appeal and should only be used to entertain.
 - J. Hoaxers who concoct stories about unidentified creatures are impeding researchers from unraveling the truth.
37. According to the passage, which of the following is NOT a reported physical feature of a Chupacabra?
- A. dark or red eyes
 - B. membranous wings
 - C. a protruding spinal column
 - D. sharp claws
38. In the fourth paragraph, the sentence "To me, that was the smoking gun" (line 55) is an expression of the belief that:
- F. Tolentino watching *Species* was the catalyst for the creation of the hoax.
 - G. Tolentino's earlier viewing of the film was conclusive evidence for her mistaken account of the creature.
 - H. Tolentino could not properly see the beast due to a small smoke screen a gun might create.
 - J. Tolentino still owns the weapon she used to shoot at the creature.
39. The author uses the description of YouTube posts about the Chupacabra (lines 29-31) in order to make all of the following points EXCEPT:
- A. a great amount of speculation exists about the Chupacabra.
 - B. one cannot believe everything he or she sees.
 - C. A YouTube user has posted a video featuring a real Chupacabra.
 - D. websites can help spread legends.
40. It can be reasonably inferred from the passage that Benjamin Radford believes that:
- F. Tolentino created the entire story for fame and fortune.
 - G. the monster from the sci-fi film *Species* was based on the Chupacabra.
 - H. the Chupacabra exists, but is a hairless, canine-type creature and not the kind described by Tolentino.
 - J. reports of sightings are attributed to confusion and imagination

Read the following information about the ACT Reading section & write a reflection on the information.

The ACT Reading test has four subjects: Humanities, Natural Sciences, Social Sciences, and Prose/Literary Fiction. All ACT Reading questions will come from one of these four major topics.

Prose/Literary Fiction passages focus on excerpts from novels and other prose writing. These questions test your understanding of literary elements in the passage.

This section is going to focus mostly on three types of questions:

- Using the information in the text to make an ***inference*** about the author’s point of view, a character’s motives, or the connection between ideas in the text.
- Interpreting the ***tone*** of the text from the diction, description, and literary devices used in the text.
- Determining the ***theme*** of the text from the subject matter discussed in the passage.

Prose and Literary Fiction might seem confusing –these questions are designed to trick you. There will only be one possible *tone, theme, or meaning* that fits perfectly with the passage. The other answers will have something wrong with them, so the answer is not **subjective**.

Natural Sciences includes passages about sciences like biology, physics, and chemistry. These questions will center on the interpretation of the passage’s *main idea* or *identifying evidence* in the text.

These questions are straightforward because they focus so closely on the text and the answers in it. Like the rest of the test, there will be a correct answer that you can find evidence for from the text.

Don’t worry about your prior knowledge; the **Natural Sciences** section doesn’t test you on your content knowledge, but rather on your ability to read and analyze text to find evidence.

Social Sciences are similar to the natural sciences section in their focus. You will be asked to explain two things from the text: how the passage describes the *main idea* or the author’s *viewpoint*(for example, which statement would the author of the passage agree with?).

The answers to these questions will be directly related to the information found in the body of the text. As with natural sciences questions, don’t worry if you don’t know much about the subject – it is your reading skills they are testing, not your knowledge of historical events or psychological phenomena.

Humanities is similar to Literary Fiction. Humanities passages focus on art, media, and philosophy. In this section, the questions will have you determine the *tone* of the passage or explain the *viewpoint* of the passage.

The most important point to remember?

The ACT Reading section focuses on your **reading skills**, not on content knowledge or any understanding that exists outside of the passage. All of the information you need is in the passage, so don’t worry. It is entirely possible to get a 36 on ACT Reading—it is all in the test.



Strategy 1: Practice, Practice, Practice

If you are seriously wondering how to get a 36 on the ACT Reading section, then your first and best

tool is going to be practice. Tests, like everything else in life, can be overcome with determination and hard work. If you want to know how to get a 36 on ACT Reading, you need to practice.

Strategy 2: Use Metacognition to Assess Your Weaknesses



Practice within itself isn't enough to help you improve your scores substantially. In the same way as practicing a long jump or your part in the orchestra concert incorrectly doesn't help you improve, if you practice your ACT Reading skills incorrectly, you will not improve.

Metacognition, the skill of analyzing your thinking, is essential to practicing your reading skills correctly. Every time you miss a question, it's important to not only recognize that you missed it, but understand why you missed it and how you can change your thinking to get it right next time.

A good habit to get into is tracking your responses to questions. As you take your practice exams or work through individual questions, keep track of the items you aren't sure are correct. This way, even if you manage to get the right answer by chance, you can look back at what the question was asking later.

For example, instead of coming up with a simple explanation like "I misread the question," you should push yourself and ask further questions like why did I misread? How can I make a change so I don't miss questions like this in the future?

Strategy 3: Diagnose Your Weaknesses and Fix them



As you identify your weaknesses, you should begin to track a pattern in the question types. Figure out which question types you have trouble with.

The questions will ask you to focus on six specific parts of reading comprehension. Let's talk about the six different kinds of questions, and as a bonus, let's use some of the example questions found on the Albert.io [website](https://albert.io).

1. Vocabulary Questions: What is the meaning of this word in the passage?

Vocabulary questions will often focus on the context or meaning of a word within a passage. If you have background knowledge, that can help, but everything you need to answer the question will be in the passage. There is no guessing or outside knowledge required.

Here is an [example](#) of a vocabulary specific question from the Albert.io website. The passage and question focus on a speech by Robert Kennedy after the assassination of Martin Luther King Jr.

Question: Based on the context clues provided in the passage, Aeschylus was what type of poet?

- A. Roman
- B. British
- C. Greek
- D. American

This question is typical of a vocabulary item. It focuses on understanding the meaning of a word based on the context of the passage. In this case, you will need to read the entire passage to understand the cultural origin of Aeschylus in the context of the passage.

You can begin to rule out answers by looking at the context of the passage. D is the first answer choice to rule out; it wouldn't make much sense for Americans to look to American culture to learn where to go next.

A and B are possible answers, but neither Roman or British culture appear in the text, which leads us to the understanding that Aeschylus must be Greek, a cultural group that Kennedy references in the speech.

Correct answer: C

Using context, the information around the word, we were able to ascertain the origin of the name and answer the question.

If you are weak in vocabulary-based questions, this would be a good place to start practicing. Understanding context clues is a skill you have to practice to develop.

2. Detail Questions: What does this specific detail mean? How does this particular detail change the tone of the passage?

Continuing to look at the speech by Robert Kennedy we can see an example of a question on the specific details of a line from the speech.

Question: According to Kennedy, what do the majority of people, regardless of their skin color, want for those living in the United States?

- A. Happiness, love, compassion
- B. Justice, love, peace
- C. Freedom, justice, unity
- D. Unity, improvement, justice

If we are looking for specific details, in this case, the three terms or ideas listed in the answers, we have to scour the passage for a particular line.

If we look at lines 40-42, we can find the specific answer to the question. Kennedy says that white and black Americans want "to live together," "to improve the quality of life," and "justice for all human beings."

Answer D is the only one found in the text in the same order and style of the answer. In the text, Kennedy calls for unity, improvement, and justice.

Correct answer: D

Often with specific detail questions, you will be able to find the correct answer directly in the passage. It is a good idea to understand when the question is asking you for a specific detail, and then search the text for that detail.

If you have a weakness in identifying and understanding the specifics of a passage, you will want to work on developing the skill of skimming or searching quickly through passages for the details and evidence that show the answer in the passage. The great thing about clear answers being present in the text is that once you practice finding answers, it will become much easier over time.

3. Inference Questions: What can you infer about the author or character based on the passage? How would the author/character feel about this situation?

Inference questions will always focus on using clues in the text to form an understanding of something not stated explicitly in the passage.

“Wait” you might say, “I thought that all questions dealt with evidence from the text?”

Don’t worry, that rule still holds. Even if the information you are inferring isn’t in the text, the clues that you use are in the text.

Here is a question from the Kennedy speech that deals with inferences:

Question: It can be inferred from the speech that Kennedy feels a sense of _____ in regards to MLK’s death.

A. Remorse

B. Loss

C. Hope

D. Shame

When we make inferences, we use clues from the text to understand a greater, but implied, meaning. The information that we glean through inferences is just that—gleaned. We have to scour the passage to figure them out.

In the case of this question, there are only two plausible answer choices. Choices A and D imply that Kennedy is responsible in some way for the death of Martin Luther King Jr. That is not true, which we know from both prior knowledge and context clues. Therefore, only choices B and C are possible answers.

Reading into the words of Kennedy, we can see that “Hope” isn’t an appropriate answer since Kennedy is not happy or optimistic about MLK’s death. Kennedy says that he has “very sad news” and that it was a “difficult day.” Both of these sentiments imply that Kennedy feels loss at the death of Martin Luther King Jr. That is why choice B is the correct answer.

Correct answer: B

If making inferences is your weakness you should focus on finding those clues and evidence in texts that can give you an understanding of the unwritten things that the author, speaker, or characters think.

4. Tone Questions: What word describes the author's tone in the passage?

Tone is difficult for students to explain, but at the same time, very easy for them to understand because understanding tone relies on the feelings of the reader. Often, students have the ability to read a piece and give a general description of the author's attitude, but they find it hard to put into words.

Luckily, if that is your struggle, the test is going to give you a list of words as choices. Let's look at the example from the Kennedy speech:

Question: What word best describes Kennedy's tone throughout the majority of his speech?

- A. Mournful*
- B. Passive*
- C. Reflective*
- D. Hostile*

Right away with this question you can disqualify at least two of the tones based on the text in the passage. Choices B and D do not reflect the nature of the words used in the speech. Kennedy is far too forward, urging people to action, for his tone to be considered passive. On the other hand, he is far too positive, speaking of things like love and understanding, for his tone to be hostile.

It might be difficult to choose between the remaining answer choices A and C, but there are main features in the speech that show us the main tone, the primary attitude that Kennedy displays, is one of reflection on Martin Luther King Jr.'s life and principles. While he does mourn, that is not the main attitude he is trying to get across in the speech. "Reflective" is the correct answer.

Correct answer: C

If identifying the tone of the passage is your main weakness you will want to begin looking at different types of tone conveyed in writing. There are many resources online that help students learn to identify the various tones that exist and can help you work on finding words or sentences that convey those tones. That type of practice, identifying how connotations of words contribute to overall tone, can help you strengthen this skill.

5. Main Idea Questions: What is the main idea of the passage?

Identifying the main idea or purpose of a piece might seem easier than some of the other skills in the reading section, but can be tricky if you don't know where to look.

Finding the main idea will require looking at various parts of the text to gain a holistic view of the passage. The parts must connect in some way, and how they connect to make a whole is where we will find the main idea and meaning of the passage.

Let's look at another question from the Kennedy speech:

Question: Kennedy's primary goal is to

- A. Inspire people to practice MLK's teaching and to not respond with violence.*
- B. Reflect on how America will feel upon learning of MLK's Assassination.*
- C. Focus on where to go and how to become a better nation.*
- D. Unite blacks and whites in the loss of a leader.*

This question deals with the main idea or purpose of the text. He doesn't explicitly state his goal, but if we look at the various parts of the text, we can come up with a solid answer that represents the text as a whole.

When viewing the parts within the text, there is an overwhelming amount of evidence that his speech focuses on convincing people not to pursue violence.

In the text Kennedy uses words like "bitterness," "hatred," and "revenge" to describe what people *could* feel. Then, he uses words like "understand," "love," and "wisdom" to describe how people *should* feel. From those clues within the text, you as the reader can figure out that Kennedy's primary purpose is to inspire people to practice MLK's teachings.

Correct answer: A

If this is a weakness for you don't fret. Determining the main idea, primary goal, or purpose of a text is not always easy. You will want to practice reading passages and identifying those key sentences, words, or phrases that show what the author wants the reader to do, think, or take away from their speech/writing.

6. Diction, syntax, and construction questions: Why is the passage put together this way? Why would the author use this structure in their writing?

Diction (word choice), syntax (grammatical structure), and construction (the way the author chooses to arrange the text) all affect the meaning and delivery of the message.

If we take a look at this question from the Kennedy text we can see the way that this type of question is set up:

Question: In lines 28-29, what is the function of repeating the phrase "what we need"?

- A. To balance the contrast of what Americans do not need versus what Americans do need.*
- B. To list the needs of white and black Americans alike.*
- C. To remind those in his audience of the ideals of MLK.*
- D. To unify the country to avoid falling into a state of lawlessness*

This question focuses on the particular rhetorical device of parallel structure; knowing what parallel structure does could be useful for understanding which answer is correct.

To answer this question correctly, you need to focus on lines 28-29 of the speech and look at the use of the phrase "what we need" in the passage.

In the speech, Kennedy uses the expression “what we need” to describe what Americans *don’t* need, “What we need in the United States is not division...” Looking at the structure of those lines, how they outline what the US doesn’t need, and then how Kennedy later switches to what the US does need gives us clarity on the answer.

It is his construction that shows the contrast between what Americans do need and what they don’t need. Answer choice A captures this contrast correctly.

Correct answer: A

If understanding diction, syntax, or construction is a challenge, then you’ll want to focus on the way in which the words are put together helps to create meaning in the text. Like the use of parallel structure in the example above, the author’s organizational decisions always affect meaning in the text. So, pay attention to how structures can impact the way authors convey their points.

Diagnose Your Weaknesses

You must figure out which of these questions types is the most difficult for you to answer. Once you understand your weaknesses, you can work on turning them into strengths.

The time you spend fixing your weaknesses is essential to getting that perfect 36. However, other strategies can help you make up for any weakness you still have when the test rolls around—that’s where the fourth strategy comes into play.

After reading the packet, write a reflection of your own strengths and weaknesses for the ACT Reading test. Which type of passage was easy for you? Which was more difficult? Write a goal that you will work on to improve your score.
