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ACT English

2027

Complete Prep

50 Full-Length ACT English Practice Tests

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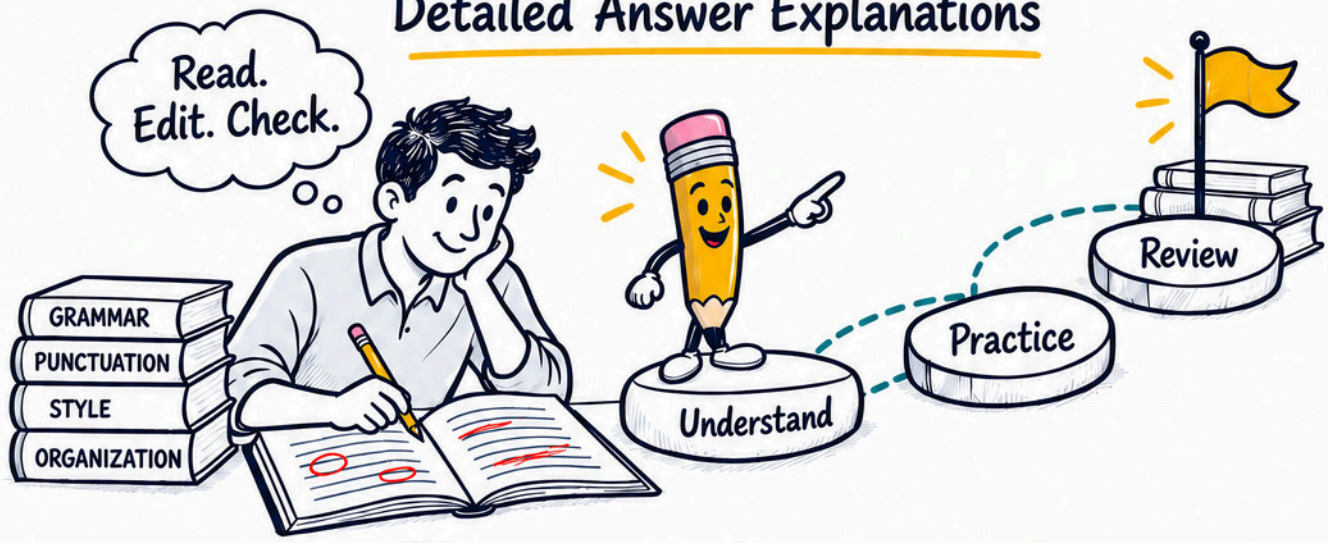
Reza Nazari

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50 Full-Length ACT English Practice Tests

All 50 online • 10 also in print

Grammar & Usage • Editing Strategies
Detailed Answer Explanations



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Effortless Math Education Inc.

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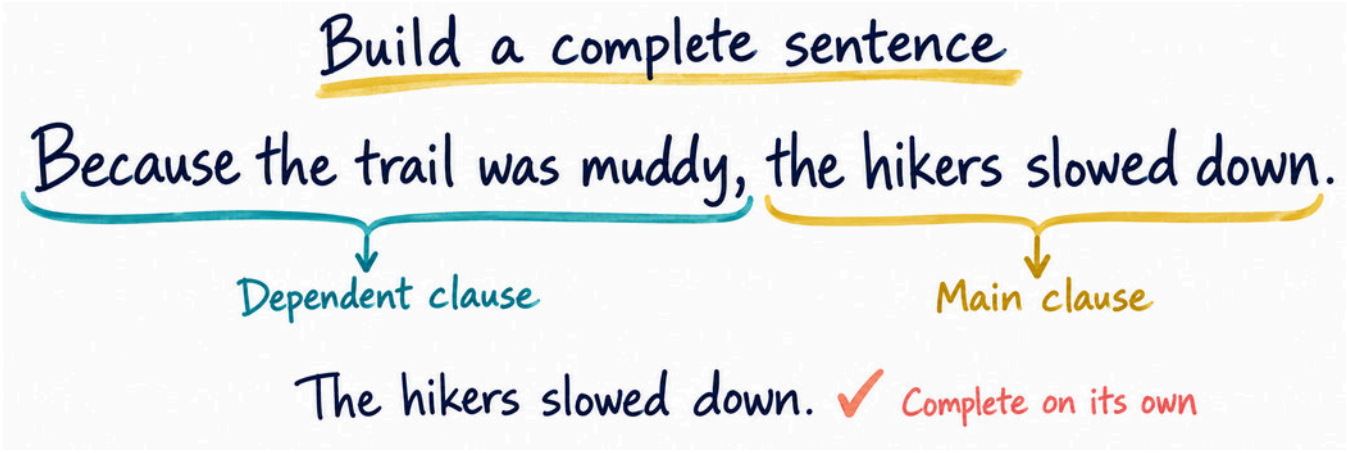
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Chapter 1

Reading the Task and Building Complete Sentences

Start by asking what the question needs you to do. Then learn to find a complete statement inside a longer sentence. You will practice finishing fragments and separating run-ons while keeping the writer's meaning.



In this chapter, you will learn to

- Translate a question into the specific revision it requires.
- Distinguish phrases and dependent clauses from complete main statements.
- Repair fragments, fused sentences, and comma splices.

Your lesson route

1. Read the Task Before You Edit 1
2. Clauses and Sentence Boundaries 6
3. Fragments, Run-ons, and Complete Sentences 12

How to use these lessons

Work through the examples with a pencil. For each sentence, find the main subject and verb and decide whether the statement is complete. Try the guided questions before reading their reasoning, then complete the independent questions and mixed practice without notes.

1. Read the Task Before You Edit

Read each stem as a specific editing task and use enough passage context to answer it.

Before you change a sentence, find out what the question wants the change to accomplish. The stem is the question instruction, and words such as "precise," "supports," or "logical" tell you where to look for an answer. A shorter sentence may lose a necessary fact. An interesting addition may wander away from the paragraph's point. You can avoid both mistakes by keeping the requested job in mind as you read the passage and choices.

Read the instruction verb together with any words that limit it. “Most precise” asks for exact meaning, so you need to check what the wording actually claims. “Best supports the claim” sends you back to the claim and the evidence beneath it. For “maintains the tone,” listen to the surrounding writing. For “most logical place,” try the sentence between its proposed neighbors. Even a stem that begins “which choice best” asks you to make a particular decision. Read through to the end before deciding what that decision is.

Separate correctness from effectiveness

Some questions give you a grammar problem to repair. A comma splice joins complete sentences incorrectly, and a verb that disagrees with its subject needs the right form. Other questions offer several sentences that are grammatically sound. In those questions, ask how each sentence serves the writer’s purpose. Correct grammar alone will not tell you which detail supports a claim or which ending fits the essay.

Consider this original passage context: “The neighborhood garden began as a weekend project. By spring, volunteers had added a tool shed, a rain barrel, and a set of raised beds. The project also gave residents a place to trade growing advice.” Suppose the question asks for a detail showing how the garden improved access for people with limited mobility. The tool shed’s paint color might be accurate, but it tells you nothing about access. Waist-high raised beds let people tend plants without bending to ground level. That detail gives the requested support.

When you compare choices, return to the job the stem names. Find the passage detail or grammar rule that bears on that job, then insert each promising choice into the sentence. Check the whole result. If the choice changes a supplied fact, leaves the sentence incomplete, or answers a different question, set it aside. This approach gives you a reason for your answer even when another option sounds polished.

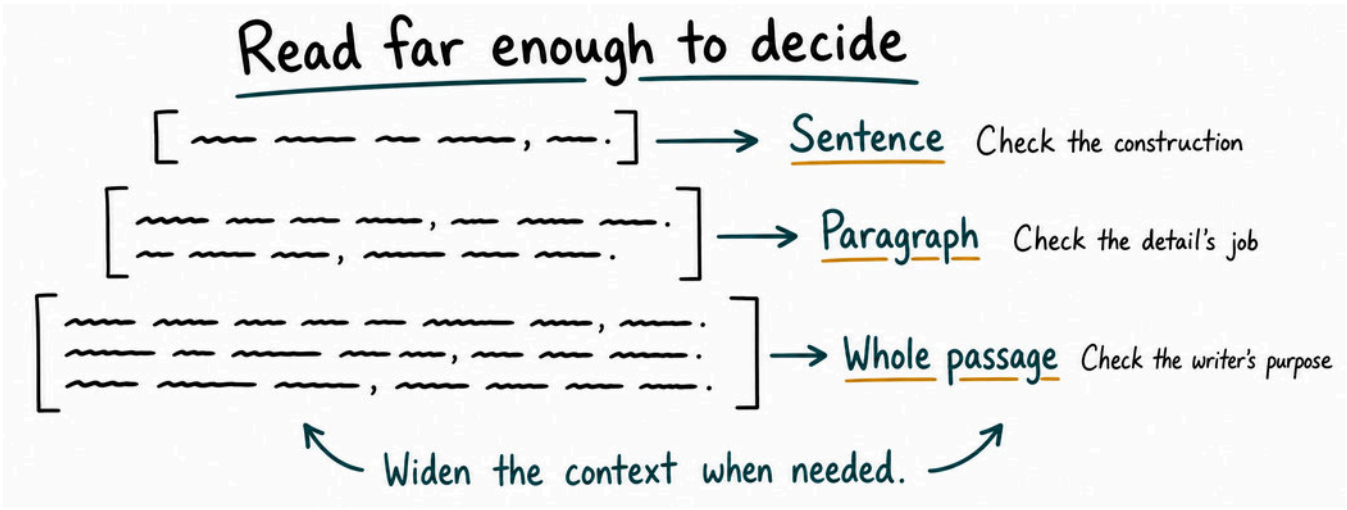
Turn the question into a precise instruction

You can make a long stem easier to use by putting its request into your own words. Finish “The writer needs to …” with a concrete action. For a question about an explanation, you might say “show why the entrance moved.” For agreement, “match the verb to the subject” is enough. Keep that instruction beside the choices in your mind. It helps you notice when an appealing answer is doing a different job.

Pay close attention to *most specifically*, *without changing the meaning*, and *in this paragraph*. Those words tell you what must survive the edit. A question about a fabric’s texture needs a detail you could feel, rather than its price. A conclusion to the whole essay needs to reach beyond the final anecdote. When two choices are accurate, these limits can explain why only one fits.

Read outward until you have the evidence you need

Start with the full sentence, including the words outside the marked portion. A verb’s tense or a pronoun’s reference may require the next sentence too. For a development or placement question, read the paragraph until you understand how its ideas fit together. For the purpose of an essay or its conclusion, consider the essay as a whole. You do not have to read the same amount for every question. Read far enough to settle the decision the question actually asks you to make.



Start with the sentence, then widen the reading range until the task has enough evidence.

Suppose a sentence says, "The researchers repeated the procedure." A following sentence explains that the first results were inconsistent. It may be tempting to replace the original with *confirmed the result* because that phrase sounds familiar in scientific writing. But repeating a procedure does not establish that the second attempt succeeded. The nearby explanation tells you why the researchers tried again. Keep the wording within what that explanation supports.

Treat the original wording as a real candidate

Give NO CHANGE the same attention you give a revision. An original sentence can already do its job well. After making a choice, reread it in the complete sentence, because words outside the marked portion remain in place. They may create repetition or change how your replacement fits. For a purpose or evidence question, point to the passage detail that supports your decision. If you cannot find one, revisit the stem before committing to the answer.

ACT-style worked question

Passage. The library began a one-month pilot of its online event calendar in April. Staff continued printing notices for visitors who preferred paper copies. The monthly report counted 700 printed event notices in April, compared with 1,000 in March. The pilot lowered the library's total operating costs by 30 percent. Staff will review the calendar again before deciding whether to expand it.

Question. At this point, the writer wants to summarize the measured change reported during the pilot. Which choice best accomplishes that goal?

A. NO CHANGE

B. The pilot increased the number of events listed by 30 percent

C. The library stopped printing event notices during the pilot

D. During the pilot, the library printed 30 percent fewer event notices than in the previous month

Answer: D. How to solve it: The library printed 300 fewer notices than March's 1,000, a decrease of 30 percent. D summarizes that measured change without repeating the two counts. It keeps both the measured quantity and the comparison period. The original shifts from paper notices to total operating costs, which the report has not measured. B changes the finding into an increase in events. C is tempting because the library introduced a digital calendar, but staff still printed some notices. D describes the observation without claiming that the calendar caused a broader financial change.

Guided question 2.

Which choice identifies the main subject and main verb of Sentence 2?

A. volunteer—stood
B. who—carried
C. notebook—stood
D. Mira—carried

Reasoning. Set aside "who carried the notebook" for a moment. Sentence 2 still says, "The volunteer stood beside Mira." The main subject is *volunteer*, and *stood* is the main verb, the pair identified in A. The full predicate is "stood beside Mira." This question asks for its main verb. Inside the descriptive clause, *carried* belongs to *who*, while *notebook* is the thing carried. Find the main statement first, then distinguish its subject and verb from the pair inside its description.

Independent practice: Following a Moth Through the Night

Answer Questions 1–8 using the passage on page 10. Choose one answer per question. Record your choices before checking the keys on page 235 and this topic's explanations on page 237.

1. Which revision of Sentence 3 is complete and preserves the contrast?
A. NO CHANGE
B. Although the path remained dry. The team prepared to leave.
C. Although the path remained dry, the team prepared to leave.
D. The path remaining dry, and the team preparing to leave.

2. Which revision of Sentence 4 correctly joins the two complete actions?
A. NO CHANGE
B. The team packed the lamp, and Mira folded the sheet.
C. The team packed the lamp, Mira folded the sheet.
D. The team packing the lamp, and Mira folded the sheet.

3. Which revision of Sentence 5 has a complete main predicate?
A. NO CHANGE
B. The descriptions from the first hour that were easier to read than the later notes.
C. Because the descriptions from the first hour were easier to read than the later notes.
D. The descriptions from the first hour were easier to read than the later notes.

4. Which revision of Sentence 6 keeps two complete, related statements and uses a correct boundary?
A. NO CHANGE
B. The notebook containing several uncertain identifications; those entries would need another observation.
C. Because the notebook contained several uncertain identifications; those entries would need another observation.
D. The notebook contained several uncertain identifications, those entries would need another observation.

5. Which revision of Sentence 7 remains complete and preserves the condition?
A. NO CHANGE
B. If the weather remains clear.
C. The observers comparing the new arrivals if the weather remains clear.
D. Although the weather remains clear, and the observers comparing new arrivals.

6. Which revision of Sentence 8 keeps a complete main statement about what the observers will bring?
A. NO CHANGE
B. The observers who carry spare batteries, which the lamp may need later, and a second notebook.
C. Although the observers who carry spare batteries will also bring a second notebook.
D. The observers carrying spare batteries, which the lamp may need later, and bringing a second notebook.

7. In paragraph 2, which choice best replaces "He checked the location and time before recording each description" while keeping the sentence complete?
A. Checking the location and time before each description.
B. He who checked the location and time before each description.
C. He checked the location and time before he recorded each description.
D. Before he checked the location and time for each description.

Practice (continued)

8. In paragraph 4, which replacement for "She asked the other observers to clarify hurried entries rather than guess what they meant" is grammatically acceptable?

A. NO CHANGE
B. She asking the other observers to clarify hurried entries rather than guess what they meant.
C. The other observers whom she asked to clarify hurried entries rather than guess what they meant.
D. Because she asked the other observers to clarify hurried entries rather than guess what they meant.

3. Fragments, Run-ons, and Complete Sentences

Repair fragments and run-ons while preserving the intended relationship between ideas.

When a word group is punctuated as a sentence, check whether it actually finishes a statement. A fragment may be missing a main verb, or it may begin an idea that needs another clause to complete it. A run-on has the opposite boundary problem: complete statements have been joined incorrectly. Both errors become easier to spot once you find the groups that could stand alone. Writers sometimes use deliberate fragments for a literary effect, but a question asking for a complete sentence requires a complete clause.

Read "Although the team tested the bridge twice." The team did something, but *although* makes you wait for a contrasting main point. "Although the team tested the bridge twice, the engineers scheduled one more inspection" finishes that thought. Now compare "The team reviewing the bridge plan." Here, *reviewing* describes the team without supplying a complete main verb. "The team reviewed the bridge plan" repairs the verb. You could also keep the description and attach it to a complete main statement. Choose a repair that keeps the passage's intended action.

"The gate opened volunteers entered" runs two complete statements together. "The gate opened, volunteers entered" puts a comma between them, but a comma alone still cannot join independent clauses. These errors are called a fused sentence and a comma splice. A period, semicolon, or comma with a coordinating conjunction can repair the boundary. You can also make one clause dependent when the context calls for a reason or background detail. Check what the repair means as well as where the mark goes.

Repair by matching the relationship

A period lets each statement stand separately. A semicolon connects closely related complete statements without naming a relationship. If you need to show the relationship explicitly, a comma and coordinating conjunction can help: "The forecast changed, so the crew postponed the launch." The word *so* explains the result. "Because the forecast changed, the crew postponed the launch" gives the change as a reason in a dependent opening. Several repairs may be grammatical, so use the context and the question's instruction to decide which fits.

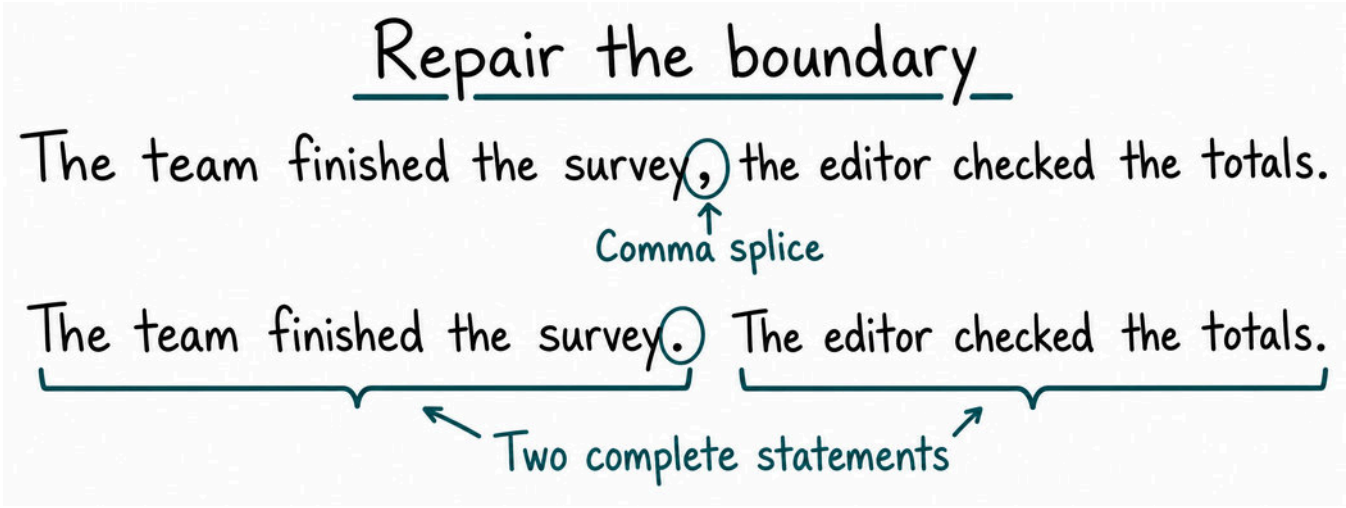
The word *however* signals a contrast, but it cannot join complete clauses with commas alone. Compare "The forecast changed; however, the crew continued" with "The forecast changed, however, the crew continued." The first uses a semicolon between complete statements and a comma after the introductory adverb. The second remains a comma splice. With the coordinating conjunction *but*, a comma does join the clauses correctly: "The forecast changed, but the crew continued."

If a long sentence becomes hard to follow, locate each main action and its subject. Then inspect the boundary between each pair of complete statements. An added phrase or quotation can make a sentence look busy without fixing its

structure. Sometimes a period is the clearest repair. Before you split the sentence, make sure the new sentences retain any relationship the passage needs, such as a cause or an unexpected result.

Compare three versions of the same event

Compare these versions: "After the team finished the survey" leaves you waiting to hear what happened next. "The team finished the survey the editor checked the totals" gives you two complete events but no boundary. "The team finished the survey, the editor checked the totals" supplies a comma where independent clauses need a proper join. Look for the precise fault in each version before choosing a repair. The length of the wording tells you very little about whether it is complete.



A period repairs this comma splice without claiming that the first event caused the second.

You could separate the survey and the check with a period. But "After the team finished the survey, the editor checked the totals" makes their time sequence explicit. "The team finished the survey, and the editor checked the totals" gives the two actions equal weight. A semicolon would connect the related statements without specifying that timing. Use the stem to see whether you need only a correct boundary or a particular relationship as well.

Do not mistake a phrase for the missing predicate

"The volunteers, carrying the final trays into the hall" leaves its main statement unfinished. The phrase with *carrying* describes what the volunteers are doing. Add a main action and it works: "The volunteers, carrying the final trays into the hall, *noticed a leak*." Or make the carrying itself the main action: "The volunteers *were carrying* the final trays into the hall." These repairs change the focus, so read the context before choosing between them.

"The labels that arrived yesterday" identifies some labels, but it has not yet made a main statement about them. The word *arrived* belongs to the description beginning with *that*. Adding "were unreadable" finishes the sentence: "The labels that arrived yesterday were unreadable." When you see a verb inside a descriptive clause, keep looking for the sentence's main predicate.

Keep deliberate commands complete

"Return the key to the front desk" is a complete command. Its subject is the understood *you*, and *return* gives the instruction, so you do not need to write an extra subject. Now read "Because the volunteers returned the key." Even with a written subject, this statement is dependent. It needs a main clause, as in "Because the volunteers returned the key, the clerk could lock the cabinet." Test a command by its instruction and a dependent clause by the thought it needs to complete.