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Study abroad, made simple

ACT Practice Paper 9

English | Maths | Reading | Science

Section-wise answer keys with explanations

About This Paper

This is a Yocket original practice paper that follows the structure of the ACT. It contains 50 questions across four sections. Every passage and question is written by Yocket, so you can attempt it as a timed mock.

Section	Questions	Suggested time	What it tests
1. English	15	11 minutes	Grammar, punctuation, sentence structure, rhetorical skills
2. Maths	15	17 minutes	Algebra, geometry, statistics, probability, trigonometry
3. Reading	10	11 minutes	Main idea, detail, inference, vocabulary in context
4. Science	10	10 minutes	Reading tables, spotting variables, drawing conclusions

Suggested times follow the per-question pace of the full ACT sections, scaled down to this shorter paper.

How to Use It

- **Set a timer:** attempt each section in one sitting and stop when the suggested time ends.
- **Work on paper:** circle your answers, and keep the answer key closed until you finish the section.
- **Review every miss:** the key explains the reasoning, so you learn the method and not only the answer.
- **Treat your score as a diagnostic:** a short paper cannot produce an official ACT scale score, so use it to find your weak sections.

Section 1

English

15 questions | Suggested time: 11 minutes | Choose the best answer for each underlined portion or question. Choose NO CHANGE if the underlined portion is already correct.

Passage I: Quiet Zones in School Libraries

Many school libraries now set aside a quiet zone **[1]**were students can study without interruption. The rule is simple: no talking, no phones, and **[2]**group work is not allowed. Students report that they finish homework **[3]**more quicker there than at home.

Librarians have noticed the effect as well. **[4]** **[5]**

1.

- **A.** NO CHANGE
- **B.** we're
- **C.** wear
- **D.** where

2.

- **A.** NO CHANGE
- **B.** groups cannot work
- **C.** no group work
- **D.** not working in groups

3.

- **A.** NO CHANGE
- **B.** most quick
- **C.** more quickly
- **D.** more quick

4. Which choice best supports the librarians' observation?

- **A.** Books on the quiet-zone shelves are borrowed more often, and the zone is usually full by mid-morning.
- **B.** Libraries have existed in schools for centuries.
- **C.** The zone has several tables and chairs.
- **D.** Some students prefer music while they study.

5. Which choice best concludes the passage?

- **A.** Some schools have more than one library.
- **B.** For students who struggle to focus at home, a quiet corner of the library can matter as much as any textbook.
- **C.** Libraries also loan out laptops and chargers.
- **D.** Noise is measured in decibels.

Passage II: The Summit

By noon, the path had narrowed to a ledge, and the wind **[6]**blowed hard across the ridge. Leila stopped to rest on a flat rock. **[7]** The last hour was **[8]**harder then the first three together.

[9]Reaching the summit, a small flag snapped in the wind. **[10]**

6.

- **A.** NO CHANGE
- **B.** blown
- **C.** blew
- **D.** was blow

7. Which choice best conveys Leila's tiredness?

- **A.** The rock was grey and speckled.
- **B.** Omar carried a blue backpack.
- **C.** The trail was marked with red paint.
- **D.** Her thighs burned, and every breath felt thinner than the last.

8.

- **A.** NO CHANGE
- **B.** more harder then
- **C.** harder than
- **D.** hard than

9.

- **A.** NO CHANGE
- **B.** Reaching the summit, a small flag was seen to snap
- **C.** Having reached the summit, a small flag snapped
- **D.** Reaching the summit, Leila saw a small flag snap

10. Which choice best ends the passage?

- **A.** Hiking boots should be waterproof.
- **B.** The mountain is popular in summer.
- **C.** The descent takes about three hours.
- **D.** She sat beside the flag and stayed until the clouds below her turned gold.

Passage III: Recycling Glass

Glass is one of the few materials that can be recycled again and again without losing quality. Recycled glass is crushed into small pieces called cullet**[11]**, which melts at a lower temperature than raw materials. Using cullet saves energy, so factories **[12]**spends less on fuel.

Sorting matters because different colours of glass are melted separately. **[13]** Households can help by rinsing **[14]**bottle's and removing lids. **[15]**

11.

- **A.** NO CHANGE
- **B.** , that melts at a lower temperature than raw materials
- **C.** which melts, at a lower temperature than raw materials
- **D.** , which melt at a lower temperature than raw materials

12.

- **A.** NO CHANGE
- **B.** is spending
- **C.** has spent
- **D.** spend

13. Which choice best adds a specific reason why sorting matters?

A. Furnaces are heated by gas or electricity.
B. A single ceramic cup mixed into a batch can cause flaws throughout a whole run of new bottles.
C. Some bottles are returned to shops.
D. Glass bottles come in green, brown, and clear.

14.

A. NO CHANGE
B. bottles
C. bottle
D. bottles'

15. Which choice best concludes the passage?

A. Each bottle returned clean and sorted becomes a bottle again, with less energy and fewer raw materials used.
B. Some bottles are decorated with labels.
C. Glass has been made for thousands of years.
D. Many people drink from glass cups.

Answer Key: Section 1, English

Mark your paper, then count your correct answers. Read the explanation for every question you missed or guessed.

Q	Answer	Why it is correct
1	**D**	*Where* introduces the place. *Were* is a past-tense verb.
2	**C**	The list needs parallel items: *no talking, no phones, and no group work*.
3	**C**	An adverb is needed to describe how they finish, and *more quickly* is the correct comparative.
4	**A**	It gives specific evidence of the effect. The others are general or off topic.
5	**B**	It links the quiet zone to the students' main benefit.
6	**C**	*Blew* is the past tense of *blow*.
7	**D**	It describes how she feels. The others are neutral details.
8	**C**	*Than* makes a comparison. *Then* refers to time.
9	**D**	The opening phrase needs a person as its subject. A flag cannot reach the summit.
10	**D**	It closes the scene on Leila's experience at the top.
11	**A**	*Which* is the correct pronoun for a non-essential clause, and the singular *cullet* takes *melts*.
12	**D**	The subject *factories* is plural, so the verb is *spend*.
13	**B**	It gives a specific consequence of poor sorting. The others do not explain why sorting matters.
14	**B**	The plural *bottles* needs no apostrophe, because nothing belongs to it.
15	**A**	It sums up the main benefit of recycling glass.

Your score: _____ / 15

13 to 15 correct: strong. **9 to 12:** review the missed topics. **Below 9:** revisit the basics before your next paper.

Section 2

Maths

15 questions | Suggested time: 17 minutes | Solve each problem and choose the best answer. A calculator is allowed. Figures are not necessarily drawn to scale.

1. What is 0.00045 written in scientific notation?

A. 4.5×10^{4}
B. 4.5×10^{-3}
C. 4.5×10^{-4}
D. 4.5×10^{-5}

2. What is the value of x if $5 - 3(x - 2) = -7$?

A. -2
B. 2
C. 4
D. 6

3. A $100 item is increased in price by 20%. The new price is then reduced by 20%. What is the final price?

A. $96
B. $100
C. $104
D. $120

4. A line has the equation $y = -(1/2)x + 3$. What is the slope of a line perpendicular to it?

A. -2
B. $-1/2$
C. 1/2
D. 2

5. The mean of six numbers is 10. One of the numbers, 4, is removed. What is the mean of the remaining five numbers?

A. 10
B. 10.5
C. 11.2
D. 12

6. A rectangle has a diagonal of 13 cm and one side of 5 cm. What is its area?

A. 30 cm^2
B. 60 cm^2
C. 65 cm^2
D. 78 cm^2

7. A bag holds 40 marbles, and the probability of drawing a red marble is 3/8. How many marbles are red?

A. 8
B. 12
C. 15
D. 24

8. Two positive numbers have a sum of 14 and a product of 48. What is the larger number?

A. 6
B. 7
C. 8
D. 12

9. What is the sum of the arithmetic series $5 + 9 + 13 + \ldots + 41$?

A. 46
B. 205
C. 230
D. 460

10. A cone has a radius of 3 cm and a height of 4 cm. What is its volume?

A. 4π cm^3
B. 12π cm^3
C. 15π cm^3
D. 36π cm^3

11. How many integers x satisfy $|2x - 5| < 9$?

A. 7
B. 8
C. 9
D. 10

12. If $f(x) = 2x - 3$, what is the value of x for which $f(x) = 7$?

A. 2
B. 4
C. 5
D. 11

13. A committee of 2 people is chosen from a group of 6. How many different committees are possible?

A. 12
B. 15
C. 30
D. 36

14. What is the value of $\log_2 32$?

A. 4
B. 5
C. 6
D. 16

15. In a right triangle, the hypotenuse is 26 and $\sin A = 5/13$. What is the length of the side opposite angle A?

A. 5
B. 10
C. 13
D. 24

Answer Key: Section 2, Maths

Mark your paper, then count your correct answers. Read the explanation for every question you missed or guessed.

Q	Answer	Why it is correct
1	**C**	Move the decimal point four places to the right: $0.00045 = 4.5 \times 10^{-4}$.
2	**D**	Expand: $5 - 3x + 6 = -7$, so $11 - 3x = -7$, $3x = 18$, and $x = 6$.
3	**A**	After the increase the price is \$120. A 20% reduction takes off \$24, leaving \$96.
4	**D**	Perpendicular slopes are negative reciprocals. The reciprocal of $-1/2$ is -2, and its negative is 2.
5	**C**	The total is 60. Removing 4 leaves 56, and $56 \div 5 = 11.2$.
6	**B**	The other side is $\sqrt{(169 - 25)} = 12$ cm. The area is $5 \times 12 = 60$.
7	**C**	3/8 of 40 is 15.
8	**C**	The numbers satisfy $x^2 - 14x + 48 = 0$, which factorises as $(x - 6)(x - 8) = 0$. The larger is 8.
9	**C**	There are $(41 - 5) \div 4 + 1 = 10$ terms. The sum is $10 \times (5 + 41) \div 2 = 230$.
10	**B**	$V = (1/3)\pi r^2 h = (1/3)\pi(9)(4) = 12\pi$.
11	**B**	Rewrite as $-9 < 2x - 5 < 9$, so $-2 < x < 7$. The integers are -1 to 6, which is 8 values.
12	**C**	$2x - 3 = 7$ gives $2x = 10$, so $x = 5$.
13	**B**	The number of committees is $6C2 = (6 \times 5) \div 2 = 15$.
14	**B**	$2^5 = 32$, so $\log_2 32 = 5$.
15	**B**	Opposite = hypotenuse $\times \sin A = 26 \times 5/13 = 10$.

Your score: _____ / 15

13 to 15 correct: strong. **9 to 12:** review the missed topics. **Below 9:** revisit the basics before your next paper.

Section 3

Reading

10 questions | Suggested time: 11 minutes | Read each passage and choose the best answer to each question based on what is stated or implied.

Passage I: Stories Told Aloud (Humanities)

Long before writing, communities preserved their histories by speaking them aloud. In many cultures, trained storytellers memorised genealogies, laws, and epics that took hours to recite. These were not casual performances. A West African griot, for example, might be responsible for remembering the lineage of an entire family, and a mistake could be corrected by listeners who knew the story as well as the teller.

Memorising such enormous texts relied on techniques that modern readers might not expect. Rhythm, rhyme, and repeated phrases gave the storyteller anchors to hold on to, much as a song's chorus helps a singer recall the verses that follow. Many tellers also linked sections of a story to physical places, imagining each scene in a different location along a familiar path.

Writing did not erase these traditions. Instead, many stories were eventually written down while still being told aloud, and each form influenced the other. Today, recordings and festivals help storytellers reach new audiences. Yet some scholars worry that recorded versions fix a story in place, removing the small changes that kept it alive from one performance to the next.

1. Which choice best states the main idea of the passage?

- **A.** Oral traditions disappeared once writing was invented.
- **B.** Storytellers were unreliable sources of history.
- **C.** Recordings have replaced storytellers.
- **D.** Oral traditions preserved communities' histories through memory techniques, and they continue alongside writing and recording.

2. According to the passage, listeners at a performance could:

- **A.** write the story down at once.
- **B.** pay the storyteller for each section.
- **C.** stop the performance at any time.
- **D.** correct mistakes because they knew the story well.

3. Which technique helped storytellers memorise long texts?

- **A.** Reading from a prepared text
- **B.** Rhythm and repeated phrases
- **C.** Telling the story only once
- **D.** Writing notes on their hands

4. The comparison to a song's chorus shows that:

- **A.** storytellers always sing their stories.
- **B.** choruses are easier than verses.
- **C.** repeated phrases help a speaker recall what follows.
- **D.** songs were the first form of writing.

5. The scholars' worry in the last sentence is that recorded versions may:

- **A.** remove the small changes that kept stories alive.
- **B.** cost too much to produce.
- **C.** be heard by too few people.
- **D.** be too difficult to translate.

Passage II: Should Public Transport Be Free? (Social Science)

Several cities have experimented with making buses and trains free of charge. Supporters argue that fares fall hardest on those who can least afford them: people on low incomes who rely on public transport for work. Free travel, they say, would ease household budgets, reduce traffic, and cut the cost of collecting and checking tickets, which can consume a surprising share of a system's revenue.

Critics respond that nothing is truly free. The money must come from somewhere, usually taxes, and without fare income, services may struggle to expand or even to maintain current levels. Evidence from cities that have tried the idea is mixed. In some, ridership rose sharply; in others, many of the new passengers were people who would otherwise have walked or cycled, rather than drivers who left their cars at home.

The difference seems to depend on what else changes. Cities that paired free fares with more frequent services and better routes saw clearer benefits than those that simply removed the ticket. This suggests that price is only one barrier to using public transport; reliability and convenience matter just as much, and removing the fare cannot fix a service that is slow or infrequent.

6. According to supporters, why are fares a heavy burden?

- **A.** They are higher than in other cities.
- **B.** They fall hardest on people with low incomes who rely on public transport.
- **C.** They are collected unfairly.
- **D.** They are mostly paid by tourists.

7. What is the critics' main objection to free fares?

- **A.** Free fares increase traffic.
- **B.** Passengers dislike free services.
- **C.** The cost must be covered by taxes, and services may suffer without fare income.
- **D.** Ticket checks are cheap.

8. According to the passage, in some cities many of the new passengers were:

- **A.** people who had never travelled before.
- **B.** drivers who left their cars at home.
- **C.** people who would otherwise have walked or cycled.
- **D.** tourists visiting for the day.

9. The passage suggests that free fares worked best when they were:

- **A.** limited to weekends.
- **B.** paired with more frequent services and better routes.
- **C.** offered only to students.
- **D.** introduced with higher taxes.

10. The final sentence implies that a slow, infrequent service:

A. will not attract many passengers even when it is free.
B. is cheaper to run.
C. will always be crowded.
D. needs higher fares.

Answer Key: Section 3, Reading

Mark your paper, then count your correct answers. Read the explanation for every question you missed or guessed.

Q	Answer	Why it is correct
1	**D**	The passage covers how stories were memorised and how the tradition continues beside writing.
2	**D**	The first paragraph says listeners who knew the story could correct a mistake.
3	**B**	The second paragraph names rhythm, rhyme, and repeated phrases.
4	**C**	The chorus helps a singer recall the verses, just as repeated phrases help a storyteller.
5	**A**	The last sentence says recordings fix a story in place and remove the small changes.
6	**B**	The first paragraph states this directly.
7	**C**	The second paragraph says the money must come from taxes and services may struggle.
8	**C**	The second paragraph states this.
9	**B**	The third paragraph says cities that paired free fares with better services saw clearer benefits.
10	**A**	It says removing the fare cannot fix a slow or infrequent service.

Your score: _____ / 10

9 to 10 correct: strong. **6 to 8:** review the missed topics. **Below 6:** revisit the basics before your next paper.

Section 4

Science

10 questions | Suggested time: 10 minutes | Each passage is followed by questions. Refer to the passage and tables as needed. A calculator is allowed.

Passage I: Falling Paper Cones

Students made paper cones, released each one from a height of 2 m, and measured the time it took to land.

Experiment 1: The students made cones of the same paper mass but with different base diameters. The results appear in Table 1.

Experiment 2: The students used a 12 cm cone and added paper clips to it. The results appear in Table 2.

Table 1

Base diameter (cm)	Fall time (s)
6	0.9
9	1.4
12	1.8
15	2.2

Table 2

Paper clips added	Fall time (s)
0	1.8
2	1.5
4	1.3
6	1.2

1. In Experiment 1, as the base diameter increased, the fall time:

- **A.** decreased.
- **B.** increased.
- **C.** increased and then decreased.
- **D.** stayed the same.

2. In Experiment 1, how much longer did the 15 cm cone take to fall than the 6 cm cone?

- **A.** 3.1 s
- **B.** 2.2 s
- **C.** 0.5 s
- **D.** 1.3 s

3. In Experiment 2, as more paper clips were added, the fall time:

- **A.** decreased.
- **B.** increased.
- **C.** increased and then decreased.
- **D.** stayed the same.

4. Based on Table 2, the fall time for a 12 cm cone with 3 paper clips would most likely be closest to:

- **A.** 1.4 s
- **B.** 1.0 s
- **C.** 1.8 s
- **D.** 2.2 s

5. Based on both experiments, which cone would most likely fall the fastest?

- **A.** A 15 cm cone with 6 paper clips
- **B.** A 12 cm cone with no paper clips
- **C.** A 6 cm cone with 6 paper clips
- **D.** A 15 cm cone with no paper clips

Passage II: Salt and Rust

Students placed identical iron nails in solutions for 7 days and then measured the mass of rust that formed on each nail.

Experiment 1: The students used salt solutions of different concentrations. The results appear in Table 3.

Experiment 2: The students used a solution with 3 g of salt per 100 mL and coated the nails in different ways. The results appear in Table 4.

Table 3

Salt (g per 100 mL)	Rust (mg)
0	6
1	14
3	29
6	41
10	52

Table 4

Coating	Rust (mg)
None	29
Paint	4
Oil	9
Wax	12

6. In Experiment 1, as the salt concentration increased, the mass of rust:

- **A.** increased and then decreased.
- **B.** stayed the same.
- **C.** decreased.
- **D.** increased.

7. In Experiment 1, how much more rust formed with 6 g of salt than with 1 g?

- **A.** 27 mg
- **B.** 13 mg
- **C.** 41 mg
- **D.** 35 mg

8. According to Experiment 2, which coating gave the least rust?

- **A.** Paint
- **B.** Oil
- **C.** None
- **D.** Wax

9. In Experiment 2, how much less rust formed on the oiled nail than on the uncoated nail?

- **A.** 20 mg
- **B.** 29 mg
- **C.** 9 mg
- **D.** 12 mg

10. Which statement is best supported by both experiments?

A. Coatings increase rusting.
B. Salt speeds up rusting, and coatings reduce it.
C. All coatings work equally well.
D. Salt slows down rusting.

Answer Key: Section 4, Science

Mark your paper, then count your correct answers. Read the explanation for every question you missed or guessed.

Q	Answer	Why it is correct
1	**B**	The time rises from 0.9 s to 2.2 s.
2	**D**	2.2 s minus 0.9 s is 1.3 s.
3	**A**	The time falls from 1.8 s to 1.2 s.
4	**A**	3 clips lies between 2 clips (1.5 s) and 4 clips (1.3 s), so the time is about 1.4 s.
5	**C**	A smaller diameter (Table 1) and added mass (Table 2) both shorten the fall time.
6	**D**	The rust rises from 6 mg to 52 mg.
7	**A**	41 mg minus 14 mg is 27 mg.
8	**A**	Table 4 shows 4 mg for paint, the lowest value.
9	**A**	29 mg minus 9 mg is 20 mg.
10	**B**	Table 3 shows more rust with more salt, and Table 4 shows less rust with any coating.

Your score: _____ / 10

9 to 10 correct: strong. **6 to 8:** review the missed topics. **Below 6:** revisit the basics before your next paper.

Your Next Steps

Add up your four section scores and note which section cost you the most marks. Spend your next study week on that section, then attempt a fresh paper under timed conditions.

Section	Your score	Out of
English	_____	15
Maths	_____	15
Reading	_____	10
Science	_____	10
Total	_____	**50**

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