

Applied Practice
in

The Catcher in the Rye

ACT Version*

By J.D. Salinger

RESOURCE GUIDE

*ACT is a registered trademark of Act, Inc., which was not involved in the production of, and does not endorse, this publication.

APPLIED PRACTICE
Resource Guide
The Catcher in the Rye
ACT* Version

Teacher Notes

A Note for Teachers.....5

Student Practices

English Assessments
 Vocabulary, Grammar, Punctuation, Content, and Structure10
 Grammar, Punctuation, Content, and Structure28
Reading Assessments.....41
Writing Assessments.....55

Answer Keys and Explanations

Answer Keys.....65
Answer Explanations69

*ACT is a registered trademark of Act, Inc., which was not involved in the production of, and does not endorse, this product.

A NOTE FOR TEACHERS

We hope you will find this Applied Practice Resource Guide helpful as you work to prepare your students for the ACT assessment. As your students read the literary works covered in your curriculum, they will have the opportunity to develop and practice those skills required on the exam.

This book contains practices covering the English, Reading, and Writing areas of the ACT test. The questions in each section are designed to mimic the types of questions found on the test while also assessing students' comprehension of the literary work they are reading.

This Resource Guide does not purport to replicate an actual ACT exam in its entirety. It is a resource for teachers and students to use along with the literary works covered in the curriculum to provide additional practice in developing skills tested on the ACT exam.

English Assessment

A set of 25 vocabulary words accompanies each of the first four sets of English assessment questions. Although the ACT English test does not specifically assess vocabulary words for meaning, knowledge of grade-level vocabulary can aid in comprehension of questions in both the English and Reading portions of the ACT. Furthermore, teachers may want find these lists helpful as students read the particular literary work addressed.

The types of questions in this section of the book are typical of the type students will find on an actual ACT test.

Reading Assessment

In this section of the book, passages are followed by questions that measure comprehension. As above, the types of questions in this section of the book are typical of the type students will find on an actual ACT test.

Writing Assessment

As noted in the introduction to this section, on the ACT exam, students are given 30 minutes to plan and write their essay. Teachers should encourage students to spend a minimal amount of time planning and outlining and to begin writing their essays as soon as they are able. Discourage students from the practice of rewriting their drafts. It is likely that when they take the actual test they will not have time to rewrite and will be able to hand in only their finished essays on the official answer document. For many students, writing in this way—without a preliminary draft—may be difficult at first, so encourage students to practice as much as possible.

Following the student practices, answer keys and detailed explanations for each multiple-choice question are provided.

Thank you for using Applied Practice materials in your classroom. We always welcome comments and suggestions.

COPYRIGHT NOTICE

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Reproduction of individual worksheets from this booklet, excluding content intended solely for teacher use, is permissible by an individual teacher for use by his or her students in his or her own classroom. Content intended solely for teacher use may not be reproduced, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, or otherwise) without prior written permission from Applied Practice. Reproduction of any portion of this booklet for use by more than one teacher or for an entire grade level, school, or school system, is strictly prohibited. By using this booklet, you hereby agree to be bound by these copyright restrictions and acknowledge that by violating these restrictions, you may be liable for copyright infringement and/or subject to criminal prosecution.

English Assessment Practice 1 (Vocabulary from Chapters 1-7)

Directions: The sentences that follow contain underlined words and phrases in context and questions about them. Most, but not all of these sections contains errors in structure, to include style, punctuation, word usage, and expression.

Practice with these questions by selecting which of the four suggested responses is the best one. If you think the original choice is the best one, choose answer A or F: NO CHANGE.

1. Although the man from Maine felt no need for an overcoat on the wintry day in Texas, the natives felt his spurning of such was a sign of there being an exhibitionist.

A. NO CHANGE
B. them being
C. his being
D. him being

2. The group had no qualms about snubbing John because his behavior was always so blatant, offensive.

F. NO CHANGE
G. blatant offensive
H. blatantly offensive
J. blatantly, offensive

3. It somehow seemed ironic that such a knowledgeable expert found himself floundering for an answer to a simple question.

A. NO CHANGE
B. him
C. hisself
D. OMIT

4. During the Industrial Revolution, the work was so monotonous, and the machinery made such a racket, that workers faced not only boredom but, in many cases deafness as well.

F. NO CHANGE
G. but in many cases,
H. but, in many cases,
J. but in many cases

English Assessment Practice 9

Directions: The sentences that follow contain underlined words and phrases in context and questions about them. Most, but not all of these sections contains errors in structure, to include style, punctuation, word usage, and expression.

Practice with these questions by selecting which of the four suggested responses is the best one. If you think the original choice is the best one, choose answer A or F: NO CHANGE.

[1]

Holden doesn't enjoy boarding school and
feeling isolated from many of his peers perhaps
because of his poor social skills. Sarcastically
mocking those who displease him, Holden's
fellow students are often his verbal targets.

- A.** NO CHANGE
B. and feels isolated from many of his peers perhaps because of his poor social skills.
C. because of his poor social skills, and feeling isolated from many of his peers perhaps.
D. and feels isolated from many of his peers, perhaps because of his poor social skills.

- F.** NO CHANGE
G. those who displease him, Holden often uses fellow students as his verbal targets.
H. those who displease him, Holden's fellow students often is his verbal target.
J. those who displease him, Holden used fellow students who is often his verbal target.

[2]

Holden desperately needs a friend at school, and
his attempts to get along with Stradlater fail
miserably. Holden also often mocks Ackley
and his behaviors; he often shows a deplorable
lack of social skills and empathy.

- A.** NO CHANGE
B. Holden desperately needs a friend at school, but his attempts to get along with Stradlater fail miserably.
C. Holden desperately needs a friend at school, and his attempts to get along with Stradlater failed miserably.
D. Holden desperately needs a friend at school, but attempts to get along with Stradlater failing miserably.
- F.** NO CHANGE
G. and his behaviors; often showing a deplorable lack of social skills and empathy.
H. and his behaviors, and he often shows a deplorable lack of social skills and empathy.
J. and his behaviors, but Holden himself shows a deplorable lack of social skills and empathy.

Reading Assessment Practice 4

The Catcher in the Rye Passage 1

Read the passage from Chapter 11 of *The Catcher in the Rye* which begins at the beginning of the chapter and ends “All you knew was, you were happy. You really were” (pages 76-79) carefully. Then answer the following questions based on what is stated or implied in the passage. You may refer to the passage as you read and respond to the questions.

1. The tone of the last sentence of the first paragraph could best be described as:
 - A. prosaic.
 - B. defensive.
 - C. boastful.
 - D. detached.
2. In the second paragraph, in the clause “but I’d never conversed with her before or anything,” Holden’s use of the word “conversed” is:
 - F. affected.
 - G. erudite.
 - H. appropriate.
 - J. precise.
3. Given the content of the first two paragraphs, the narrator’s assertion that Jane was “quite fond of all athletic sports” is:
 - A. well-supported with concrete examples.
 - B. somewhat contradicted by later comments.
 - C. a false assumption made by the narrator.
 - D. based on her participation in school activities.
4. The narrator viewed Jane’s being “muckle-mouthed” as:
 - F. humorous.
 - G. distracting.
 - H. repulsive.
 - J. endearing.
5. In the last sentence of the third paragraph, “that kind of stuff” refers to:
 - A. books.
 - B. baseball.
 - C. personal information.
 - D. death.
6. In the first part of the long paragraph beginning “I remember this one afternoon,” the narrator’s comments about “kidding” and girls reveal his:
 - I. immaturity
 - II. sensitivity
 - III. introspection
 - F. I only
 - G. II only
 - H. II and III only
 - J. I, II, and III