

ENG

75 Q in 45:00 → 9:00/passage

<p><b>Grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>- Shorter with no additional text beyond the answers choices</li> <li>- Only 1 possible answer ~ math problem</li> </ul> <p><b>4 most common types of questions:</b>  sentence structure (SS)  verb tense and subject/verb agreement (V)  punctuation (P)  possession (POSS)</p>	<p><b>Rhetorical Skills (writing style)</b></p> <ul style="list-style-type: none"> <li>- Longer and often include additional text beyond the answer choices</li> <li>- Choose the best among 4 possible answers</li> </ul> <p><b>5 most common types of questions:</b>  simplify/specify (SIM/SPEC)  organization (ORG)  add/delete (+/-)  author’s intent (AI)  transition words (TW)</p>
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**SENTENCE STRUCTURE** = the only 5 ways to connect clauses

<b>I</b> (independent) = complete thought or sentence		<b>ID</b> (dependent) = incomplete thought or sentence fragment	
<b>I.I</b> <b>I;I</b> <b>I,FI</b>	Jim likes Pam. Pam dates Roy. Jim likes Pam; Pam dates Roy. Jim likes Pam, but Pam dates Roy.	<b>I,D</b> <b>D,I</b>	Jim likes Pam, although she dates Roy. Although she dates Roy, Jim likes Pam.
Comma splice	Jim likes Pam, Pam dates Roy. → It <i>sounds</i> fine, but it’s missing the FANBOYS.		
<b>IF</b> = FANBOYS	for, and, nor, but, or, yet, so → must used between <b>I</b> and <b>I</b> with a comma		
<b>ABBI SAW A WUWU</b>	although, because, before, if, since, after, when, as, while, until, where, unless → <b>ID</b>		

**VERB TENSE**

1. Simple past tense is the most common verb tense. Don’t overcomplicate things.
2. Look for other verbs in the same sentence and especially in the sentence(s) before it.

**SUBJECT/VERB AGREEMENT**

Circle the subject and write “s” for singular or “p” for plural directly above it. Cross off any unnecessary text between the subject and verb and choose the correct verb form. The subject is never in a prepositional phrase. Substitute “it” for a singular subject and “they” for a plural subject.

Equipment for both types of kayaks are similar.

- A. NO CHANGE
- B. is

- C. were
- D. was

**PUNCTUATION** = broad type of questions that include the proper use of commas, semicolons, colons, parentheses and dashes when NOT used for Sentence Structure or other types

<b>The 5 ways to use a comma on the ACT → When in doubt, leave the comma out.</b>		
<b>1</b>	<b>I,FI</b>	#1 and #2 are already covered in <b>Sentence Structure</b> , so there are only 3 other ways to use commas.
<b>2</b>	<b>I,D</b> or <b>D,I</b>	
<b>3</b>	To set off an <b>appositive</b> = a noun, pronoun or noun phrase that renames another noun	<b>The Badger women’s hockey coach, <u>Mark Johnson</u>, is an Olympic gold medalist.</b> ,MJ, - MJ - (MJ) <i>Test: Does the sentence work <u>without the additional information</u> AND does the additional information <u>come after the subject</u>?</i>
<b>4</b>	Nouns in a series (no Oxford commas)	<b>Don’t forget to pick up eggs, bread, milk and butter.</b>
<b>5</b>	Coordinate adjectives that <b>independently</b> modify the same noun	<b>Kevin loves cheap, tasty, delicious treats from the vending machines.</b> <i>Test: Can the adjectives be separated by “and”? Can they be reversed? No → separate with commas</i>
<b>X</b>	These are <b>NOT</b> coordinate adjectives and do <b>NOT</b> need a comma.	<b>Dwight owns a large Pennsylvania beet farm.</b> <i>Test: Do these adjectives need to go in a specific order? Yes → no commas</i>

<b>Semicolons and colons</b>	
<b>;</b> = Connect two related <b>I</b> w/o a <b>IF</b> <i>Test → I;I</i> Rule → <b>;</b> = <b>.</b>	<b>:</b> = pointy finger used to emphasize a word, phrase or clause <i>Test → I:</i> <u>Not</u> the test → <b>:</b> <b>list</b> <b>We have one goal this season: a state championship.</b> <i>You may also see a state championship dash.</i>

**Possession (POSS)** = Use an apostrophe to show possession of objects, ideas or anything else that can be possessed or owned by someone or something.

Singular    **dog’s** toys    Whether the object (toys) is singular or plural makes no difference.  
 Plural:            **dogs’** toys    Make it plural and then make it possessive.

*To test for possession, ask this question: Does anything belong to anyone or anything? Yes, the toys belong to the dog because they are the toys of the dog.*

Apostrophes are NOT used for possessive personal pronouns: yours, his, hers, **its**, ours.

1. Start by eliminating **its’** because this is not a real word.
2. Find **it’s**, break it apart and read it as “**it is**” within the sentence. EX: *It’s time to go.* → It is time to go.

3. Remember that **its** is an exception to the apostrophe rule above, but it is the correct way to show the possessive form of the pronoun it. EX: *Give the dog its toy.*

<p><b>SIMPLIFY</b> when you see 4 answers that present the same basic information.</p>	<p><b>SPECIFY</b> questions always <u>ask a question</u> and demand a specific answer.</p>
<p>The weather was <u>cold and not warm</u>.</p> <p>A. NO CHANGE          B. chilly and not very warm.          C. really cold and I felt lonely, .          D. cold.</p> <p><b>SIMPLIFY</b> questions are never about punctuation, verbs or anything other than reducing unnecessary elements.</p>	<p><b><i>Given that all four choices are true, which one best describes the striking color of the house?</i></b></p> <p>We all marveled at the <u>craftsmanship, the detail and the unity of design</u> of Bessie's new home.</p> <p>A. NO CHANGE          B. craftsmanship and color          C. unique design and vivid russet browns          D. hand-crafted Nordic design</p>

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**ORGANIZATION (ORG)** = Where does this sentence or paragraph logically fit?

Given that all the following statements are true, which one provides the most effective transition to Paragraph 5?

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**ADD/DELETE (+/-)** = Should you add this? What happens if you delete or add this?

The writer is considering adding the following statement to the essay: *The two walls can be thought of as concentric circles emanating from the ancient Roman Forum.*

If the writer were to add this statement, it would most logically be placed at:

- a) Point A in Paragraph 1.
- b) Point B in Paragraph 2.
- c) Point C in Paragraph 3.
- d) Point D in Paragraph 4.

If it's already been stated, then don't add it.

If it's not relevant, don't add it.

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**AUTHOR'S INTENT (AI)** = Is this really, really what the passage is about?

Suppose the author of Green Eggs and Ham wanted to write a cookbook. Would this book accomplish that goal?

- a) Yes, because the book is clearly about how to cook green eggs and ham.
- b) Yes, because eggs and ham represent two of the major food groups and cooking involves all foods.
- c) No, because Sam-I-Am never eats the eggs and ham.
- d) No, because the goal was to write a children's book with a limited number of words.

Hint: Watch out for true statements that don't actually answer the question. They're traps.

**TRANSITION WORDS** = however, therefore, similarly, moreover, etc.

Transition words usually do one of two things: **continue** whatever comes before them or **contradict** it.

Sometimes (but not always) you can find one of **two patterns** in transition words.

- a) If they're in the middle of the sentence, look for a **3 vs. 1 pattern** and choose the one that is different.
- b) If a sentence begins with transition words, look for a **3 vs. 0 pattern** and choose the one that doesn't start with a transition word.

**Beyond the 9 most common types of questions there are a handful of questions that don't neatly fit into a category. Here are two that pop up about once per test.**

### Active vs. Passive Voice

Here are two sentences that have the same meaning.

active	passive
<i>The dog bit the boy.</i>	<i>The boy was bitten by the dog.</i>
Notice that the second version requires an auxiliary or helping verb: <u>was bitten</u> . That doesn't make it technically wrong, but it does make it slightly lengthier and more complicated, which we know the ACT doesn't like. Here are several more examples.	
The committee chose Henrietta's design in the architectural competition.	Henrietta's design was chosen as the top architectural design by the committee.
Once again, Jeff delivered the wrong pizza to the wrong address.	Once again, the wrong pizza was delivered to the wrong address by Jeff.

### How to spot and solve an active vs. passive voice question

Active voice questions are easy to spot. You'll see four fairly long versions of the same information and there will NOT be a question posed. Only one choice will use this form: **Subject** → **verb** → **object**

### Who vs. Whom

This is one of those lessons you're sure you learned at some point but just can't remember. Here's an easy way to distinguish between these two pronouns. The first thing is to ask if this pronoun replaces a **subject** or an **object**.

**Who replaces the subject.**

who = she, he, they

**Whom replaces an object.**

whom = her, him, them

**To who should I deliver these flowers?  
flowers?**

Deliver these flowers to him. → **whom**

- or -

**To whom should I deliver these**

**Who gave me \$5?**

She gave me \$5. → **who**

- or -

**Whom gave me \$5?**

Hint: Look for prepositions such as to, for, by and of as clues for whom.