

Section Handout for ENG, RDG and SCI

ENG 75 Q in 45:00 → 9:00/passage

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

SENTENCE STRUCTURE = the only 5 ways to connect clauses

I (independent) = complete thought or sentence	D (dependent) = incomplete thought or sentence fragment
I.I I;I I,FI	Jim likes Pam. Pam dates Roy. Jim likes Pam; Pam dates Roy. Jim likes Pam, but Pam dates Roy.
I, D D, I	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.
F = FANBOYS	for, and, nor, but, or, yet, so → must used between I and I with a comma
ABBI SAW A WUWU	although, because, before, if, since, after, when, as, while, until, where, unless → D

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

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

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

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>SIMPLIFY when you see 4 answers that present the same basic information.</p>	<p>SPECIFY 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>SIMPLIFY questions are never about punctuation, verbs or anything other than reducing unnecessary elements.</p>	<p>Given that all four choices are true, which one best describes the striking color of the house?</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>

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?

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.

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?

- or -

To whom should I deliver these

flowers?

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

Who gave me \$5?

- or -

Whom gave me \$5?

She gave me \$5. → **who**

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

Reading (RDG)

There are 40 questions to complete in 35 minutes which gives you an average of 9 minutes per passage. The passages always follow this order: fiction; social sciences; humanities; natural sciences.

3-Step Strategy

1. Write your **start time** at the beginning of each passage, then draw a line under the 6th question and add 7:00 to get your **target time**. Read the passage description and then **mark the questions** to identify key information and line numbers. Do all this in 1:00 or less.
2. **Read or “process” the text** in 3:00 or less. If you normally markup a text, then do so but don't let your pencil slow you down. You have 2 primary goals during this step:
 - a. Netflix description = be able to give a brief recap of the entire passage to a friend
 - b. Map the information = know where in the passage key information is located
3. **Answer** as many of the questions as you can in 5:00 or less. You decide the order and have the power to skip a question or enter a guess. After you've answered 6 questions, check your watch. **If you're past your target time**, immediately guess on two questions and then answer the final two.

Types of Questions

Question type	What this question type tests	How it may be asked
Facts + Details	Can I find information that is in the text, even if it's not obvious?	According to the passage...
Main point	What is the main point? Why did the author write this?	The main purpose of the passage is to... What is the main idea of the second paragraph?
Inference	What conclusions can I make based on evidence and reasoning?	It can reasonably be inferred from the passage that...
Structure	How is the text organized, and how does the structure add meaning?	Which of the following descriptions best reflects the way the passage is organized?
Vocabulary	What does this word(s) mean in this specific context?	As it is used in line 18, the term <i>accessories</i> refers to:

- The 3 most important questions to ask while you read are:
 - a. **What's happening?** → big-picture view
 - b. **Where are the transitions?** → “mapping”
 - c. **Why did someone write this?** → author's point of view and/or conflicts
- Be picky! Find what's **wrong** with an answer instead of looking for the right answer. Treat an answer choice like it's on trial and you're the lawyer. Poke holes in the argument.
- Beware of answers that stretch the facts (or things you assume you read) too far. Keep asking, “*Is this really true?*”
- The most common question trap is the “**fly in the soup**” = the word(s) that push an answer too far and make it 100% wrong. Another trap is the “**copy and paste**” answer choice, i.e. a portion of text that is either directly copied from the passage or looks to be, but fails to answer the question.
- Circle any words in **CAPITAL LETTERS**. These are TRAPS. Try removing the word in capital letters and crossing off true statements.
- **Read a line or two before and after** the line(s) given in a question or the point where you think an answer lies to understand its context.

Science (SCI)

There are 40 questions to complete in 35 minutes. Complete each passage in 6:00 or less, or you'll lose the opportunity to gain easier points on the final passage.

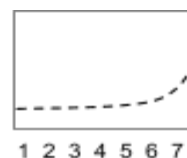
The SCI section tests your ability:

- To quickly comprehend new material that may appear overwhelming but is not;
- To pay attention to details and follow instructions carefully;
- To occasionally think like a scientist and recall things you may have learned in science classes.

Your performance, however, is unrelated to your grades in science courses or your love/dislike of science. This is NOT a science test; it's a reasoning test that uses science content.

3-Step Strategy

1. **Scan the data.** → What do I see? Are there trends and patterns?
2. **Skim the text.** → What's the general idea? Which words or phrases stand out? Don't read for full comprehension or try to memorize terms and formulas.
3. **Grab the easier points and move on.** → Commit to crushing the first 4 or 5 questions and be aware that the last 1 or 2 questions may be more difficult. That's the **hockey stick effect** and it repeats from one passage to the next.



Every SCI section includes 1 (but only 1) *conflicting viewpoints* passage. We call it the “**dueling scientists**” and you'll learn a different strategy in the Dueling Scientists lesson.

Types of Questions

Data	In which study was the door with the greatest mass tested? Based on Figure 2, where was the brightest surface soil found? In both studies, as the percent by volume increased, the average yield _____.
Suppose	Suppose a trial had been performed in Experiment 3 at X instead of Y, what would the mass most likely be?
Junior Scientist	Studies 1 and 2 differed in which of the following ways? Which of the following was an independent variable? One of the reasons that the lid on each tank was kept closed for the 3-month period was to _____.
Recall	Based on Tables 1 and 2, atomic nuclei are made up of which type of quarks? (The term “atomic nuclei” is not defined in the passage so you have to recall what it means.)
2-part	Any of the above types of questions can have answers that are given in 2 parts, so this is a strategy more than a type. Read only the 1st part and eliminate the two wrong answers, then move on to the 2nd part and compare the 2 remaining choices. Here's a question that's part recall and part data that requires a 2-part strategy. Based on the passage, is DMEA most likely an acid or a base? A. An acid, because DMEA decreases pH. B. An acid, because DMEA increases pH. C. A base, because DMEA decreases pH. D. A base, because DMEA increases pH.