ENGLISH SECTION:

- Fanboys coordinating conjunctions (For And Nor But Or Yet So)
- correct, concise, relevant
- thus= consequently, therefore => cannot use to combine two indep. clauses (because not a coor. conjunc.)
- so= and for this reason
- Ways to correct run-ons:
  - add semicolon
  - add FANBOYS conjunction
  - make one clause dependent (subordinating conjunction)

- Trust your ear!!! Most answers are right for a reason: because the sounds correctly! However, if you DO know the right answer, don't rely on your ears, rely on your brain! ... It will help you out considerably more :) The "ear test" may not necessarily work when it comes to the idioms because as you are looking through this list just below you might even realize you have been saying some of them incorrectly! In that case, it is important to look them through thoroughly because they are quite common on the English portion of the ACT!

- Know your idioms!!! If you do not, make it a note to memorize/ familiarize yourself with them enough to be able to recognize them on test day.

<table>
<thead>
<tr>
<th>according to</th>
<th>complain about</th>
<th>in a world where</th>
</tr>
</thead>
<tbody>
<tr>
<td>a critic of</td>
<td>concern for</td>
<td>inconsistent with</td>
</tr>
<tr>
<td>afraid of</td>
<td>confirm to</td>
<td>interested in</td>
</tr>
<tr>
<td>agree to</td>
<td>confusion about</td>
<td>jealous of</td>
</tr>
<tr>
<td>angry at</td>
<td>consist of</td>
<td>look for</td>
</tr>
<tr>
<td>apologize for</td>
<td>desire for</td>
<td>look forward to</td>
</tr>
<tr>
<td>approval of</td>
<td>disintegrates into</td>
<td>look up</td>
</tr>
<tr>
<td>ask about</td>
<td>evolved from</td>
<td>love of</td>
</tr>
<tr>
<td>ask for</td>
<td>familiar with</td>
<td>made of</td>
</tr>
<tr>
<td>attributed to</td>
<td>far from</td>
<td>make up</td>
</tr>
<tr>
<td>awareness of</td>
<td>find out</td>
<td>married to</td>
</tr>
<tr>
<td>aware of</td>
<td>fondness for</td>
<td>necessary to</td>
</tr>
<tr>
<td>belief in</td>
<td>food of</td>
<td>need for</td>
</tr>
<tr>
<td>belong to</td>
<td>give up</td>
<td>originating in</td>
</tr>
<tr>
<td>blame on</td>
<td>grasp of</td>
<td>originating in</td>
</tr>
<tr>
<td>bring up</td>
<td>grow up</td>
<td>participation in</td>
</tr>
<tr>
<td>capable of</td>
<td>happy about</td>
<td>pay for</td>
</tr>
<tr>
<td>care for</td>
<td>hatred of</td>
<td>planning to</td>
</tr>
<tr>
<td>careless about</td>
<td>hope for</td>
<td>popular with</td>
</tr>
<tr>
<td>complaint about</td>
<td>impressed with</td>
<td>prepare for</td>
</tr>
<tr>
<td>preoccupied with</td>
<td>protector against</td>
<td>proud of</td>
</tr>
<tr>
<td>protect for</td>
<td>provide for</td>
<td>reason for</td>
</tr>
<tr>
<td>regard as</td>
<td>regard as</td>
<td>respect for</td>
</tr>
<tr>
<td>similar to</td>
<td>vary for</td>
<td>study for</td>
</tr>
<tr>
<td>sorry for</td>
<td>success in</td>
<td>success in</td>
</tr>
<tr>
<td>sure of</td>
<td>talk about</td>
<td>think about</td>
</tr>
<tr>
<td>trust in</td>
<td>understanding of</td>
<td>work for</td>
</tr>
<tr>
<td>worry about</td>
<td>work for</td>
<td>worried about</td>
</tr>
</tbody>
</table>
Math Section:
● review trigonometry and angle relationships
● REFER TO THIS HANDY DANDY MATH FORMULAS SHEET!
  ○ This is probably the most that you will have to know concerning the knowledge of formulas
  ■ Some formulas (such as volume and surface area) are given to you in the question and ask you to use it to find certain parts of the shape/figure.

● Also check out this website that includes formulas, concepts, and equations that pop up on the ACT quite a bit: ACT Math Formulas to Know
  ○ I reviewed this list and saw that the ones covered here have definitely been on past ACT tests.
  ○ There is even a blank formula sheet included (2nd page) so that you can quiz your knowledge on the concepts :)

● To check out specific concepts covered on the exam, click on this link that will lead you directly to the official ACT math page: Concepts covered on ACT Math Section

Reading Section:
● Main idea usually found in the 1st/last sentence of a paragraph
● Pacing:
  12 min personal order of difficulty (POOD)
  10 min
  8 min
  5 min

● if short on time, read only 1st sentence of paragraph
● how to approach reading test passages and questions
  ○ preview
  ○ passage
  ○ questions
  ○ answers

● if short on time:
  ○ look for passage with .....  ■ many small paragraphs
line reference questions
short answers
- Since all questions are worth 1 point, you have to learn to maximize the number of points you can earn in the least amount of time!

- Further application questions
  - main idea of passage
  - details
  - tone

- Prose fiction passage:
  - characterization - physical, emotional depictions, relationships, conflicts (focus on feelings)
  - overview - "theme", "main idea"
  - structure - purpose of paragraphs and transitions
  - tone & mood - narrator's attitude & general emotional feel of passage, beliefs, opinions >>> REFER TO THE BOTTOM OF THIS SHEET TO FIND SOME TONE VOCAB WORDS YOU SHOULD DEFINITELY KNOW
  - location of details (not the details themselves)

- Guess 1st, then answer
- "right there" vs inference questions
- Passage mapping:
  - active reading
  - circle people's names (proper nouns), numbers. info to keep it straight when you get to the questions

- It might help you (and it might not...different for everyone) to READ THE QUESTIONS FIRST and then move on to the passage. For instance, for me it is much easier to take ONLY 30 seconds and SKIM the questions (not the answers) and circles ones where it indicates a vocab word or line number.
  - If a line number is indicated (for instance the main idea of paragraph 3, I like to go back and bracket that paragraph so that when I read the passage and reach paragraph 3, then I know to answer the question right after it so that I do not get confused with any of the other paragraphs.
    - This is also helpful because by the time you finish reading the passage, you may be halfway done with the questions for that passage. This also means that you can spend more time
reading the passage without worrying that you will not have enough time to finish or that you will skip important information for the questions later on.

WITH THAT SAID.... This method does not work for everyone solely because everyone has different minds and may not be able to concentrate or remember the questions. Not to worry!!! There are plenty of other methods and ways to still score well... To do this you can review the other tips and tricks for this section just above.

★ Also, check out the other page titled tips and tricks for a whole list of 12 different ways you can really boost your score, minimize stress, AND maximize time left, all in one.

Science section:

● Layout of the science portion:
  ○ data representation (5 ?S)-3 passages
  ○ research summaries (6 ?S)-3 passages
  ○ conflicting viewpoints(7 ?S)-1 passage
    ■ TOTAL: 40 QUESTIONS — 35 MINUTES

● how to approach a science passage
  ○ map passage: PURPOSE, [METHOD], RESULTS*
  ○ scan figures, variables & patterns {DON'T WASTE TIME READING THE BLURBS IF THERE IS/ARE GRAPH(S) BECAUSE YOU WILL WASTE VALUABLE TIME} => data rep. questions
    ■ Only refer back to them if you cannot get the information from the graphs... otherwise stick to the graphs and diagrams!!! Usually only about 1 of the questions will require background information in which you just glance at the introductory paragraph to answer it!
  ○ variables: indep. and depend. and their relationship and trend
  ○ find support for answers in passage {IMPORTANT}
    ■ Don't base your answer off of previous knowledge
    ■ The science portion is designed in such a way that you can answer the questions without any previous knowledge (SERIOUSLY!)
However, that does not mean one or two questions (out of all 40) may not require background knowledge... you will still most likely be able to eliminate absurd answers and guess!

★ Check out the ACT SCIENCE TIPS AND TRICKS page in the other tab for great and easy ways to boost your score tremendously!

Writing section:
A. Try hard to write your essay in a 5 paragraph structure (intro, 3 body paragraphs, conclusion) so that you get enough example and evidence to support your thesis-like statement in the (last sentence-preferably) of the intro.
B. Remember to answer the question!
C. Include a counter argument.
D. The ACT graders really like it if you can make the topic more “personal” and include some examples! It does not have to be anything extraordinary or amazing, just make sure that the grader somehow understands you can connect with what you are saying because it will make your essay stronger.
   ● For example: The topic is about funding in school sports--- you can talk about your opinions or occurrences at your high school with sport uniforms, equipment, playing field... (catch my drift!?)

PS: ALL OF THE INFORMATION HERE COMES FROM MY OWN PAST EXPERIENCE TAKING ACT CLASSES, PREPARING FOR THE TEST, AND TAKING THE TEST ITSELF, AND ALSO HELPING YOU GUYS LEARN HOW TO TAKE IT MORE EFFECTIVELY. I TRY TO HELP YOU ALL LEARN THE MOST IN THE LEAST AMOUNT OF TIME. ALL INFORMATION FOUND ELSEWHERE HAS A LINK OR SOURCE ATTACHED. NONE OF THE IMAGES ARE MY OWN AND WERE ALL FOUND ON SEARCH WEBS. THANKS FOR USING MY WEBSITE! IF YOU HAVE ANY
QUESTIONS, COMMENTS, OR SUGGESTIONS, DO NOT HESITATE TO CONTACT ME BY FILLING OUT A CONTACT FORM ON THE LAST TAB!