

# ACT Grammar

**Flash Tips/Tricks/Rules CRASH COURSE**

**Grab a laptop to follow along**

# To get a copy of this slideshow and all of its accompanying links

- 1) Visit my teacher webpage on the Southern Alamance High School website

Or

- 2) Send me an email at [kyle\\_rother@abss.k12.nc.us](mailto:kyle_rother@abss.k12.nc.us) and I'll shoot you a shared copy.

# ENGLISH



45 MINUTES

75 QUESTIONS



13% PUNCTUATION

15% ORGANIZATION

16% GRAMMAR & USAGE

16% STYLE

16% STRATEGY

24% SENTENCE STRUCTURE

# What do the questions look like?

## The Andean Panpipe

Whether its<sup>1</sup> bright and jaunty or haunting and melancholic, the music of the Andes highlands has a mellow sound unique in the musical world. The instrument responsible for this sound is the antara, or Andean panpipe, known for the hollow-sounding, breathy notes it creates. The antara has its origins in the Incan civilization, once the more richer and more<sup>2</sup> powerful empire in South America.

The antara consists of a connected row of hollow,

1. Choose the best answer.

- A.  NO CHANGE
  - B.  they're
  - C.  it's
  - D.  its'
- 

2. Choose the best answer.

- E.  NO CHANGE
- F.  one of the richest and most
- G.  the richest and most
- H.  the richer and more

# Flash tips:

- 1) You have 45 minutes to answer 75 questions
  - a) Spend 1 ½ minutes reading the passage...
  - b) You'll have about 30 seconds per question.
  
- 2) Give the passage a quick skim read.
  - a) Understand its purpose
  - b) Make little notes for yourself when something seems off from a basic read (I used to put a little star in places that didn't sound right)
  - c) Read for correctness/punctuation **only when you're asked to.**
  
- 3) Pay attention to the structure/organization
  - a) If you read about the items in a shopping cart 4 sentences ago, and suddenly there's a random sentence explaining why one of the items was in the shopping cart, there's definitely going to be a question about whether that's placed correctly. Draw a little arrow for yourself where you think it should go.
  
- 4) **THERE IS NO PENALTY FOR GUESSING. JUST GUESS AND MOVE ON WHEN YOU'RE STUCK!!!**

## Before we begin, resources and links to use to study:

[English grammar 101](#): *Make an account* and practice/read there. There's a ton, because it basically contains ALL grammar rules, but I would focus on the [capitalization/punctuation](#) section and the [clause section](#) (if you have no idea what clauses are...start here in section #10)

**Quizlet sets**: Click [here](#) for commonly confused words; [here](#) for things to look for and remember going in; and [here](#) for colon, semicolon and comma practice.

[The 8 most common mistakes you make on ACT English](#): For example, the title of this article actually has one. Any numbers between one and ten need to be spelled out. Once you get to 11, you can write the numeral.

# List of mechanics you can expect to see:

Literature/rhetoric  
sections

- Punctuation
  - Commas, apostrophes, dash, colon, semicolon
- Subject-verb agreement
- Commonly misused words
  - Affect vs effect
  - There/their/they're
- Parallel structure

- Verb tense
  - Conjugation (was/were)
- Run-on and fragments
- Appositives and Nonrestrictive Clauses
- Numbers
- Sentence organization

- Tone/mood
- Author's intent
- Word choice/diction
- Simile/metaphor interpretation
- \*\*Transitions\*\*

# Parallel Structure: The Rules

1. Sentences with multiple verbs must keep those verbs consistent.
2. Sentences with a “conjunction + verb” must be consistent.

Remember **F.A.N.B.O.Y.S**  
(For, and, nor, but, or, yet, so)

*but these are just coordinating conjunctions*

After, although, as, as long as, provided that,  
where, when, until, than, while...

**Conjunctions are just words that connect ideas together.**



# Let's start off easy: What's wrong?

Timmy likes jumping, singing, and run.



Students, draw anywhere on this slide!

## Let's start off easy: What's wrong?

Timmy likes jumping, singing, and ~~running~~.

running

# Let's start off easy: What's wrong?

Megan likes to sing, skip, and to dance.



Students, draw anywhere on this slide!

Let's start off easy: What's wrong?

Megan likes to sing, skip, and  dance.

## Let's Crank it up a Notch:

Ellen likes hiking, the rodeo, and to take  
afternoon naps.



Students, draw anywhere on this slide!

## Let's Crank it up a Notch:

Ellen likes hiking, *attending the* rodeo, and *taking* afternoon naps.

# Let's Crank it up a Notch:

My best friend took me dancing and to a show.



Students, draw anywhere on this slide!

Let's Crank it up a Notch:

My best friend took me *to a dance and a show*.



## SO YOU THINK THIS IS EASY, DO YA?

In an effort to avoid prosecution and evading capture, Henrietta not only flees the country, but also is untruthful with border officials attempting to determine her travel history.



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Pear Deck Interactive Slide  
Do not remove this bar

## SO YOU THINK THIS IS EASY, DO YA?

In an effort to avoid prosecution and *to evade* capture, Henrietta not only flees the country, but ~~also~~ *lies to* border officials attempting to determine her travel history.

## NOT SO EASY NOW, HUH?

Cecily's motivations to marry Hans are born not  
of admiration and love,  
but of seeking success and power.



Students, draw anywhere on this slide!

**NOT SO EASY NOW, HUH?**

We already have our verb right here, we don't need another one as we're still addressing the same point as before.

Cecily's motivations to marry Hans are **born** not  
of admiration and love,  
but of ~~seeking~~ success and power.

# Sample ACT Questions: Type the letter choice for your answer

As a young woman, she wrote of pining for a valentine and of visiting the Chinese museum in Boston.

- a) NO CHANGE
- b) visiting to
- c) of her visiting to
- d) of her visiting at



Students choose an option

## Sample ACT Questions: Type the letter choice for your answer

As a young woman, she wrote **of pining** for a valentine and **of visiting** the Chinese museum in Boston.

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# Sample ACT Questions: Type the letter choice for your answer

Others, salt-encrusted, “sleep” in ancient caverns, waking after centuries to feed and to be breed.

- a) NO CHANGE
- b) for breeding
- c) to breed
- d) breed



## Sample ACT Questions: Type the letter choice for your answer

Others, salt-encrusted, “sleep” in ancient caverns, waking after centuries *to feed* and to ~~e~~ breed.

- a) NO CHANGE
- b) for breeding
- c) to breed
- d) breed



## General tips and strategies

- 1) If a word or phrase in a list is underlined, it's going to be a parallel structure, comma, colon or semicolon question.
- 2) Make sure phrases that appear before and after conjunctions match.

# Punctuation: Commas

## Segmenting appositives

Notice which part of the sentence we don't actually need.

“Mr. Rother the best English teacher in the world is currently standing in front of the room.”

“That black Corvette which purrs like a kitten sped down my street again.”



Students, draw anywhere on this slide!


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# Punctuation: Commas

## Segmenting appositives

Notice which part of the sentence we don't actually need.

“Mr. Rother, the best English teacher in the world, is currently standing in front of the room.”

“That black Corvette, which purrs like a kitten, sped down my street again.”

# There are three types of transition words: Let's sort them!

Addition

Contrast

Causation

Also	Moreover	In fact	However	Thus
As such	Therefore	On the other hand	Nonetheless	Nevertheless
In fact	Furthermore	Still	Despite this	As a result
Consequently	Meanwhile	Instead	Likewise	For example
Finally	In other words	Similarly	For example	Indeed



Students, draw anywhere on this slide!

# There are three types of transition words: Let's sort them!

## Addition

**Also**, moreover, **in fact**,  
furthermore, **in**  
**addition**, similarly,  
**indeed**, in conclusion,  
**in other words**, finally,  
**next**, likewise, **then**, for  
example.

## Contrast

**However**, on the other  
hand, **nonetheless**,  
nevertheless, **still**,  
instead, **despite this**,  
meanwhile

## Causation

**Thus**, as such,  
**therefore**,  
consequently, **as a**  
**result**.

# Are these transitions correct? If not, fix them.

1. Sally likes to go ice skating, indeed, she hates the cold.

2. The baker was exhausted after selling freshly baked bread all day; that being said, it was all worth the effort when he counted his money at the end of the day.

3. Snowflakes form from tiny water droplets following a specific process of chemical bonding as they freeze, which results in a six-sided figure. The rare “triangular” snowflake, similarly, confounded scientists for years because it apparently defied the basic laws of chemistry.



Students, draw anywhere on this slide!

## Are these transitions correct? If not, fix them.

1. Sally likes to go ice skating *even though* she hates the cold.

2. The baker was exhausted after selling freshly baked bread all day; **that being said**, it was all worth the effort when he counted his money at the end of the day.



3. Snowflakes form from tiny water droplets following a specific process of chemical bonding as they freeze, which results in a six-sided figure. The rare “triangular” snowflake, *however*, confounded scientists for years because it apparently defied the basic laws of chemistry.



# Super helpful links for further reading and studying:

[The 14 Most Common ACT Grammar Rules that you Must Know](#)

[The Complete Guide to ACT Grammar Rules](#)

[A Better/easier Complete Guide to Punctuation Rules](#)

[\\*\\*\\* Practice ACT Tests Electronically \\*\\*\\*](#)