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Read theory answers grade 11

Reading ACT is a challenge for many students because of the high concentration required to answer questions correctly in such a short period of time. Quickly going to the root of each question is difficult, but it is definitely a skill that you can learn with practice. This guide will present a step-by-step process that is eg oriented to explain ACT reading questions and give you inside scoops about some of the sneakiest tricks the Reading section has its sleeves on. What's in this tutorial, and who is it? This guide provides a step-by-step outline of how to approach ACT Reading questions and determine exactly what they are asking for. The steps can also act as advice in isolation. You won't need to complete all of them for every question (especially since the ACT is too fast-paced and the questions are usually pretty simple), but I think understanding this process before testing will help you get through the questions that confuse you at first sight. The second part of the article lists a few tricks the ACT read section has on its sleeve. You should learn to detect them so that you can avoid careless mistakes. If you tend to get stuck with the ACT READING section (or reading is not your strong suit in general), I recommend you see the steps and tips in this article. They will give you a nice confidence boost on the test! Step by step: How to break down ACT reading questions This is a comprehensive step-by-step process that you can use to understand and answer ACT reading questions. have it both ways (line 54)? A. Women didn't until recently have been allowed to see depth in Shakespeare, but nobody bothered to read Shakespeare anyway.B. Women didn't write as well as men because they were too busy being husband and wife, but nobody took the time to read women writers anyway.C. Women didn't write as well as men because they didn't have the opportunity to educate the same Self, but there are many wonderful women writers no one reads.D. Women have always had an abundance of Shakespeares, but have not experienced the kind of education it takes to appreciate Shakespeare. Step 1: Quickly read the question (and the number of related lines if any) First read the question to get a more general feel about what it requires. On the ACT, many questions are clearly explained, so there is no need to go through all the additional steps to explain them. This will serve as a checkpoint to assess how difficult the question is and how much time you need to spend dissecting what it means. If you are provided with some line references, review the line and paragraph where it occurs to run your memory about paragraph we need to review for this question (line 54 is in bold): For the fact that we can not have it both ways. We can't simultaneously espouse the line that women didn't until recently have allowed the depth of education and experience to become Shakespeare, while also claiming that we actually have an abundance of Shakespeares, if anyone will just take the time to read us. Now that you've grounded a basic idea of what you're looking for, you can dig into the meat of the question (ew). This is what I shaped while writing that last sentence (and it's also what my facial expressions look like). Step 2: Underline the important terms and phrases Let's start looking at the nitty-gritty of what exactly the question is asking. In this step, we'll underline the most important terms and phrases. These may include: Words and phrases that tell key ideas or detailed questions: Summary of List of States Imagining Key Points The main purpose Of view points [Number] paragraphs except or LESS comparing or contrasting Words and phrases that tell inferentive questions: May infer Hints imply yes means representation [Closest] means Words and phrases that point to questions about the author/character's intentions or feelings: Setting Indicates a Distinguishing Illustration ([Character] or [author]) that feels May be Characteristically Agreed to or Disagrees Mood and Tone For Sample Questions , here are the parts I will emphasize: Among the most obvious distinctions following between the two ways proposed by the author's assertion that we can not have both ways (line 54)? We know for this question we are looking for a description of the contrast between the two citations in the paragraph. The function of choosing the correct answer (distinguishing between), the actual topic of the question (two ways), and the reference position in paragraph (line 54) are the main aspects of this question that can be underlined for clarity. Important tip: Don't underline a million things in question. This step is useless if you do not emphasize specific sections. In a parallel case, anyone who is too enthusiastic to insist this book will be extremely disappointed when they try to study later. Step 2.5: Rephrase Question (If Necessary) This is an optional step that I would suggest to take if you are still not completely confident that you understand what questions are asked. Since you've underlined the most important parts, you'll be able to re-express it in a way that's easier to digest. For the sample question, this may look like: Which choice of answers describes the contrast between the two ways outlined by the author in paragraph 5? At this point, you have enough information to start thinking about potential answers. Step 3: Review the relevant evidence in Passage and Make an answer prediction Now that we know what questions are asked, it's time to look back at the paragraph and see if we can make any predictions about the answer. Looking at the surrounding context, not just the specific line or line mentioned in the question. Again, here's the paragraph we need to look at to find the answer to this question: For the fact that we can't have it either way. We can't simultaneously espouse the line that women didn't until recently have allowed the depth of education and experience to become Shakespeare, while also claiming that we actually have an abundance of Shakespeares, if anyone will just take the time to read us. Two in in compatibility ways described in the passage are: 1. Women have not been given the same educational opportunities as men, and this explains the existence of fewer well-known female writers. 2. Just as many literary great females are out there as men, but their work is ignored by society because of gender bias. The choice of answers that we are looking for will present the in compatibility of the two concepts of the situation. It would be something like: Women don't produce as many great literary works as men due to the lack of educational opportunities. Vs. Women's contributions to literature would be considered as great as men if their work was more exposed. * Writing great literary works just to realize it was smudged beyond recognition by absurdly puffy sleeves * Step 4: Eliminate the incorrect choice of answers We know what we are looking for, so

we can move on to ruling out three of the four options answers : Among the following most clearly distinguish between the two ways proposed by the author’s assertion that we can’t have it either way (line 54)? A. Women didn’t until recently have been allowed to see depth in Shakespeare, but nobody bothered to read Shakespeare anyway.B. Women didn’t write as well as men because they were too busy being husband and wife, but nobody took the time to read women writers anyway.C. Women didn’t write as well as men because they didn’t have the opportunity to educate the same Self, but there are many wonderful women writers no one reads.D. Women have always had an abundance of Shakespeares, but have not experienced the kind of education it takes to appreciate Shakespeare. Let’s go through each of these choices based on the information we’ve learned so far: Choice A can be eliminated because two ways have nothing to do with the works of Shakespeare specifically. Shakespeare is only mentioned as a stand-in for famous writers in general. Although the first part of the answer is almost consistent with one of the issues mentioned (women do not have access to education), the second does not work. Option B may be eliminated because the first part of the the author does not say anything about women who are too busy as husband and wife to craft great works of literature. Option C looks exactly based on our predictions. It checks out both for the first claim (women didn’t write as well because they didn’t have the same educational opportunities as men) and the second claim (there are a lot of great female writers out there, but nobody gives them a chance). Option D can be removed because it is too focused on the Shakespearean aspect of the author’s statement. As I said earlier, Shakespeare is used simply as a representation of all well-known and respected literary talents. How do we know Shakespeare isn’t just a bearded woman? I imagine waxing was harder back then, and this is a pretty dude. Step 5: Commit to the final answer Based on our findings in the previous step, it seems that Choice C is the choice we want. Before bubbling it in, read through the question and choose the answer one last time to make sure that everything makes sense, and make no careless mistakes. It is always a good idea to re-examine questions and answers before you commit so that you do not miss anything! Not so fast... Look for these tricks If you follow the steps in this article, you should not fall into the ACT’s tricks, but considering the fast-paced nature of the test, you will surely rush through a few questions. If you do not pay attention to exactly what questions are asked and what the evidence tell you, you may run into trouble. Be wary: The correct half answer Usually when the answer to a question has two or more parts, some choices will be the correct part. This can be difficult because you can start reading an answer choice, notice that it fits what you anticipate for the answer, and bubble it in without noting that part of it doesn’t make sense. This may have happened on the question we just answered. In Option A, the first part of the answer has some meaning, but we find that the second part is wrong, and Choice C is actually the correct answer. To avoid falling into this trick, read through every section of every possible answer carefully before committing to your choice. This looks like a nice solid roaaaaahh (metaphorical representation of what happens if you don’t read it carefully) Redundant details (or Too specifics) Sometimes the ACT prefers to insert less inaccurate details stealthily into the correct looking answer at first glance. Take this question, for example, Choice F is the correct answer although Choice J may appear more specific and accurate if you don’t consider the details too closely. Choice J refers to spinal numbness, which is a more detailed description of the process than General chemical launch of Choice F. However, the inclusion of the offline gland in the second part of the answer makes it it The chemicals signal mass pain in the spinal cord, but the offline gland is only referenced when the passage says that acupoint stimulation sends pulses there. These chemicals do not prevent signals from being sent to the offline gland, so option J is wrong-o. To avoid falling into this situation, use the removal process to exclude all answers that provide even the smallest additional details that don’t make sense in the context of the paragraph. I wonder how acupuncture was even detected in the first place. If I’m trying to get some pain relief, the last thing I think about is stabbing myself with small needles. QUESTION AT LEAST or EXCEPT Some questions on the ACT will ask you what the answer is. This is perhaps the most classic variety of difficult questions. Here’s an example: Although the fewest words and except are in all capital letters, many students miss these keywords by not reading them carefully. If you notice an LEAST or EXCEPT in a question, make that the first thing you underline. When you go through the answer choices, clearly pass any option that accurately reflects the information in the paragraph. These questions are usually on the easier side if you are not confused by the trick! Objective facts (but incorrect answers) ACT likes to include answers on the Reading section that may look good to you if you skip straight to the questions. These answers include actual facts or very reasonable assumptions that will look like reasonable choices if you do not consult the paragraph directly. Here’s an example: If you’re rushing through this paragraph and just looking at the question, you may be tempted by almost all of these choices. Choice A consists of a specific name, making it seem like it is directly related to the paragraph. Option B also sounds reasonable at first sight. People in the 18th century were probably impressed by the unusual weather because there wasn’t much else around for entertainment value. Option C is kind of weird, so it’s a temptation less likely, but it’s still something that you might think is rightly true. Here is the actual section of the paragraph of the question reference: Choice D is the correct answer because it explains exactly the purpose of the quoted in the context of the larger point of view of the author. But you can see how the honesty of the first few choices might confuse you if you don’t read it carefully. ALWAYS be cautious in finding your direct evidence. Just because something is right or reasonable out of context doesn’t mean it’s the answer you want! Prepare for the best BRAINstorm in memory on the ACT. Conclusion Reading questions about the ACT can be misleading at times, so it’s smart to have an effective way to break them before you take the test. again, here are the steps you can take to dissect and conquer challenging questions: Step 1: 1: quickly read the question (and the number of related lines if any) Step 2: Underline important terms and phrases Step 2.5: Re-verse Question Step 3: Review the relevant evidence in the paragraph and make a prediction for the answer Step 4: Remove incorrect answer choices Step 5 : Commit to the final answer When you follow these steps, look for ACT tricks that can throw you for a loop. Examples include: Half-Correct Answers Superfluous Details (or Overly Specific Ones) LEAST or EXCEPT Questions Objective Truth (but Inaccurate Answer) What’s Next? Want more tips? Check out our final preparation guide to ACT Reading, which includes all the articles we have written on this topic. If you’re in a time crisis, read this article on how to cram for the ACT and (potentially) raise your score by 4 points in 10 days! Practice testing is the most important research weapon you have in your arsenal. Learn how you can use ACT practice tests to improve your scores in just 20 hours. Want to improve your SAT score by 160 points? Check out the best sat preparation program online in our class. We guarantee your money back if you don’t improve your SAT score by 160 points or more. Our program is completely online, and it customizes what you study to your strengths and weaknesses. If you like this reading lesson, you will love our program. Along with more detailed lessons, you will get thousands of practical issues organized by individual skills for you to learn most effectively. We will also give you a step-by-step program to follow so you will never be confused about what to study next. See our 5-day free trial: try:

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