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Macbeth study questions acts 1-5 answers

Without the luxury of a unique product, virtual receptionist Answer 1 engages in customer service and marketing with a uniquely diverse target audience. By partnering with ConsumerAffairs, Answer 1 was able to connect with consumers further in the sales cycle, making it one of the most profitable marketing channels for the company. The problem: Providing support in digital (fully dependent) age groups The business world continues to think of digital service offerings, companies that want to stay ahead of the curve continue to increase their dependence on technological integration at all levels. Answer 1 knows that it is important to respond to services to move along with the times. Virtual reception services, such as those offered by Answer 1, respond to that call for a more integrated, digital solution, leaving traditional response services ol' to fall by the wayside in favor of advanced service offerings such as scheduling, bilingual on-demand translation, order downloading, help support, email and text tracking, online chat, and CRM data entry to name a few. Goals: Customization is key with the goal of a diverse BaseAnswer 1 client is to act as an extension of their clients' business, and with such a broad customer base, representing small and large companies in many different industries, this means that Answer 1 must be adapted to provide a customized service that offers the best need for each client. With its diverse range of services, one that ranges from simply answering a call all the way to Level 1 IT support, Answer 1 can answer that call to customize and serve each of its customers in a way that is unique to their need. Read the full case study here. The ACT Reading section is challenging for many students because of the intense focus needed to answer questions accurately in such a short time frame. Getting to the root of every issue quickly is difficult, but it's definitely a skill you can learn with practice. This guide will present an example-driven step-by-step process for interpreting ACT Reading questions and give you an inner scoop on some of the most sleaze tricks reading the section has up its sleeve. What's in this guide and who is it for? This guide provides a step-by-step overview of how to approach ACT Reading's questions and determine exactly what they're looking for. The steps can also function as tips in isolation. You won't have to complete them all for every question (especially because the ACT is so quick and the questions are usually pretty simple), but I think understanding this process before the test will help you get through the questions that confuse you at first glance. The second part of the article lists several tricks that the ACT Reading section has up its sleeve. You should learn to spot them to avoid careless mistakes. If you are have problems with the ACT Reading section (or reading is not your strong suit in general), I recommend looking at 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 questions about THE ACT reading. Here's a question I'll use as an example: Which of the following most clearly distinguishes the two ways suggested by the author's assertion that we can't have it both ways (line 54)? A. Until recently, women were not allowed to see the depths in Shakespeare, but no one bothers to read Shakespeare anyway.B. Women didn't write as well as men because they were too busy being spouses, but no one takes the time to read female writers anyway.C. Women didn't write as well as men because they didn't have the same educational opportunities. , nevertheless, there are many great women writers no one reads.D. Women have always had an abundance of Shakespeare, but have not experienced the kind of education it is necessary to appreciate Shakespeare. Step 1: First read the question quickly (and the relevant line numbers if applicable), read the question to get a more general sense of what it is looking for. On the ACT, many issues are clearly worded, so it is not necessary to go through all the additional steps to interpret

them. This should serve as a checkpoint for measuring the level of difficulty of the question and how much time you need to spend dissecting its meaning. If you are given a resica reference number, review the line and paragraph in which it happens to maintain memory about the context. Here's a passage we need to revisit for this question (line 54 is bold): Because the fact is we can't have it either way. We cannot simultaneously advocate the line that until recently women were not allowed the depth of education and experience to become Shakespeare, while at the same time claiming that we really do have an abundance of Shakespeare, if anyone would just take the time to read us. Now that you've landed on the basic idea of what you're looking for, you can dig into the mes of the question (e.g. That's what I imagined when I was writing that last sentence (and that's what the expression on my face looked like). Step 2: Let's underline the important conditions and phrases Let's start looking at the nits-grit of what exactly begs the question. In this step, we will emphasize the most important terms and phrases. This may include: Words and phrases indicating the main idea or detailed questions: Sums up lists of States Paraphrase Main Point of View [Number] Paragraph EXCEPT or LEAST Compare or compare Words and phrases indicating questions about reasoning: Can be concluded Suggests is implied meant Presents [Almost] words and phrases that indicate questions about the intent of the author /character or feelings: Establishes characters Illustrates the differences between ([Character] or [author]) feels Can I characterize I agree or disagree mood and tone For an example question, these are the parts that I would underline: Which of the following most clearly distinguishes between the two ways suggested by the author's assertion that we cannot have both directions (verse 54)? We know of this question that we are looking for a description of the contrast between the two ways specified in the paragraph. The correct choice of answers function (differentiation), the actual subject of the question (two ways) and the reference point in paragraph (line 54) are key aspects of this question that could be underlined for clarity. Important advice: Don't underline a million things at stake. This step is useless if you do not emphasize certain parts. In a parallel case, whoever overzealously pointed out this book will be extremely frustrated when they try to learn later. Step 2.5: Rephrase the question (If necessary) This is an optional step that I would suggest if you are still not entirely sure that you understand what the question raises. Since you have underlined the most important parts, you should be able to reformulate it in a way that is easier to digest. For the sample question, this might look something like: What choice of answers describes the contrast between the two ways the author stated in the fifth paragraph? At this point, you have enough information to start thinking about potential answers. Step 3: Consider the relevant evidence in the paragraph and make a prediction of the answer Now that we know what the question raises, it's time to look back at the passage and see if we can make any predictions about the answer. Look at the surrounding context, not just the specific line or lines listed in question. Once again, here's a passage we need to look at to find the answer to this question: Because the fact is we can't have it both ways. We cannot simultaneously advocate the line that until recently women were not allowed the depth of education and experience to become Shakespeare, while at the same time claiming that we really do have an abundance of Shakespeare, if anyone would just take the time to read us. Two ways described in the passage are: 1. Women did not receive the same educational opportunities as men, and this explains the existence of lesser-known female writers. 2. There are as many female literary greats as male ones, but their works are ignored by society because of gender bias. The choice of answers we are looking for will present the incompatibility of these two conceptions of the situation. it would be something like: Women don't produce as many great works of literature as men because of the lack of educational opportunities. Vs. Women's contribution to literature would be considered as great as men's if their work were more exocsed. *He writes a great work of literature only to realize that it is smudged beyond recognition with absurdly inflated sleeves of the dress* Step 4: Eliminate incorrect response choices We know what we are looking for, so we can embark on the absence of three of the four choices of answers: Which of the following most clearly distinguishes the two ways suggested by the author's claim that we cannot have it both ways (line 54)? A. Until recently, women were not allowed to see the depths in Shakespeare, but no one bothers to read Shakespeare anyway.B. Women didn't write as well as men because they were too busy being spouses, but no one takes the time to read female writers anyway.C. Women didn't write as well as men because they didn't have the same educational opportunities. , nevertheless, there are many great women writers no one reads.D. Women have always had an abundance of Shakespeare, but have not experienced the kind of education it is necessary to appreciate Shakespeare. We go through each of these choices based on the information we have learned so far: Choice A can be eliminated because the two ways have nothing to do with Shakespeare's works in particular. Shakespeare is mentioned only as a stand-in for famous writers in general. Although the first part of the answer is almost consistent with one of the aforementioned questions (women do not have access to education), the second part does not work. Choice B can be eliminated due to the first part of the sentence. The author says nothing about women being too busy with spouses to make great works of literature. Choice C looks right based on our predictions. He also checks 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 women writers out there, but nobody gives them a chance). Choice D can be eliminated because it focuses too much on shakespeare's aspect of the author's statement. As I said before, Shakespeare is used simply as a representative for all known and distinguished literary talents. How do we know Shakespeare wasn't just a bearded lady? I guess hair removal was harder then, and this is a nice guy. Step 5: Dedicate yourself to the final answer based on our findings in the previous step, it looks like choice C is the one we want. Before you take it, read the question and last time choose the answer to ensure that everything makes sense, and negligence errors. It's always a good idea to double-check the question and answer it before you make a Miss nothing! Not so fast... Look for these tricks If you follow the steps in this article, you should not fall for the tricks of the ACT, but given the quick nature of the test, you will certainly rush through a few questions. If you do not pay attention to exactly what the question arises and what the evidence tells you, you may run into trouble. Be careful: Semi-correct answers Often when the answer to a question has two or more parts, some of the choices will be partially correct. This can be tricky because you might start reading a selection of responses, notice that it aligns with what you predicted for the answer, and shut it up without noticing that its part doesn't make sense. This could have happened to the question we just answered. In choice A, the first part of the answer made some sense, but we found that the second part was wrong, and Choice C was actually the correct answer. To avoid getting into this trick, carefully read all parts of every possible answer before committing to your choice. This looks like a nice solid roaah (a metaphorical account of what will happen if you don't read carefully) Redundant details (or overly specific) Sometimes the ACT likes to insert small insidiously inaccurate details into the answers that look right at first glance. Take this question, for example: Choice F is the correct answer although choice J may seem more concrete and accurate if you don't look at the details too closely. Choice J mentions spinal cord numbness, which is a more detailed description of the process than the choice of F generic release chemicals. However, its inclusion of hypothetical glands in the second part of the response makes it inaccurate. Chemicals block pain signals in the spinal cord, but hypoglysis is mentioned only when the passage states that sharp spot stimulation sends pulses there. Chemicals do not prevent signals from being sent to the hypothetical gland, so Choice J is wrong. To avoid falling for it, use the elimination process to exclude any answers that provide even the smallest additional details that don't make sense in the context of the paragraph. I wonder how the acupuncture was discovered in the first time. If I'm trying to get some pain relief, the last thing I think about is pricking myself with little needles. LEAST OR OTHER THAN QUESTIONS Some questions about the ACT will ask you which answer IS NOT. This is perhaps the most consistent variety of tricky questions. Here's an example: Although words are the least and except in all caps, many students miss these keywords by not reading carefully enough. If you notice at least or other than that, do it the first thing you underline. As you go through the response choices, clearly cross out any options that accurately reflect the information in the paragraph. Questions are generally on the easy side if the trick doesn't confuse you! Objective truths (but incorrect answers) the ACT likes to include answers in the Reading section that might look good to you if you skip directly to the questions. These answers include actual facts or very reasonable assumptions that would look like a logical choice if you don't consult directly with the passage. Here's an example: If you rush through this passage and just look at the question, you might be tempted by almost all of these choices. Choice A includes a specific name, which makes it appear to be directly related to the paragraph. Choice B also sounds logical at first glance. People in the 18th century were probably impressed by the unusual weather because there wasn't so much else for the value of entertainment. Choice C is kind of weird, so it's a less likely ordeal, but it's still something that could be thought to be plausibly true. Here is the actual part of the paragraph to which the question refers: Choice D is the correct answer because it accurately explains the purpose of the quote in the context of the author's larger point. But you can see how the veracity of the first few choices might confuse you if you haven't read it thoroughly. ALWAYS be careful looking for direct evidence. Just because something is true or logical out of context doesn't mean it's the answer you want! Get ready for the best BRAINstorm in memory on the ACT. Conclusion Reading questions about the ACT can be misleading at times, so it's wise to have an effective way to crack them before you take the test. Once again, Here are steps you could take to dissect and beat challenging questions: Step 1: Read the question (and relevant line numbers quickly if applicable) Step 2: Underline important conditions and phrases Step 2. 5: Rephrase question 3: Consider the relevant evidence in the paragraph and take the answer prediction step 4: Remove incorrect answer choices Step 5 : Commit to the final answer As you follow these steps , be in the post office for ACT tricks that could throw you on a loop. Examples include: Semi-correct answers Superfluous details (or overly specific) LEAST or OTHER THAN QUESTIONS Objective truth (but incorrect answer) What's next? Want more advice? Check out our ultimate ACT Reading preparation guide, which includes every article we've 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 4 points in 10 days! Practice tests are the most critical study weapon you have in your arsenal. Learn how you can use ACT exercise tests to improve your score in just 20 hours. Want to improve your SAT score by 160 points? Check out our best online SAT preparatory program in class. We guarantee you money back if you don't improve your watch by 160 points or more. Our program is completely online, and adapts what you study to your strengths and weaknesses. If you liked this reading lesson, you'll love our program. With more detailed lessons, you'll get thousands of practice problems that organize individual skills 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. Check out our 5-day free trial match: trial game:

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