**ACT ENGLISH: GRAMMAR**

1. **Subject-Verb Agreement**
* Subjects are either \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* A common trick with subject-verb agreement is the use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The subject and verb are not necessarily placed right next to each other.
	+ Example:
		- Wrong:
		- Right:
* Do NOT focus only on the underlined portion; read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* **Practice:**
	+ **Step 1:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ **Step 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ **Step 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
1. **Verb Tense**
* Verb tenses tell us \_\_\_\_\_\_\_\_\_ the action of the story takes place.
* The three basic tenses are \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, and future (there are more complicated variations of these tenses, too).
* MOST of the time, you should avoid changing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* So, if a story starts off in past tense, you will probably continue use past tense throughout the rest of the story.
* Of course, there are times when you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ switch from one verb tense to another.
* Example:
	+ The speaker may spend part of the speech discussing the last four years of high school (\_\_\_\_\_\_\_ tense), then switch to what lays ahead (\_\_\_\_\_\_ tense), before concluding about graduation day itself (\_\_\_\_\_\_\_ tense).
* As you skim over an ACT English passage, look for words that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* These key words or phrases are usually \_\_\_\_\_\_\_ part of the underlined portion of the test.
* Clues to the correct verb tense often occur a few lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Verb Tense Signal Words**

* **Past Tense:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Present Tense:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Future Tense:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practice**

Centuries ago, Friday the thirteenth was viewed as a sinister day. Nowadays, most people **faced** the day with very little apprehension.

1. NO CHANGE
2. will have faced
3. will be facing
4. face

Explanation:

1. **Pronoun-Antecedent Agreement**
* The job of a pronoun is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* We call this noun that the pronoun refers back to or replaces as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Just as nouns can be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so can pronouns.
* It’s only common sense, then, that the pronouns should be in the same \_\_\_\_\_\_\_\_\_\_\_ ( as well as \_\_\_\_\_\_\_\_\_\_\_\_\_) as the nouns they refer to (their antecedents).
* To determine if a pronoun agree with its antecedent
	+ 1. Find the \_\_\_\_\_\_\_\_\_\_\_.
	+ 2. Find your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (to whom or what does your pronoun refer?).
	+ 3. Determine if your antecedent is
		- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Often times, the ACT will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Alone, the pronoun may sound okay, but it does not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The antecedent may be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Practice:**

A citizen can use **their** right to vote to change controversial laws

1. NO CHANGE
2. Its
3. His
4. His or her

*Explanation:*

1. **Subject & Object Pronouns**
* Pronouns can be catergorized as \_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The \_\_\_\_\_\_\_\_\_\_ of the sentence is the main person or thing that performs the main action.
* The \_\_\_\_\_\_\_\_\_\_ of the sentence receives the action or is acted upon.
* **Subject Pronouns:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Object Pronouns:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* When trying to figure out whether to use **who** or **whom**, insert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	+ **He** corresponds with \_\_\_\_\_\_\_\_\_\_\_ since they are both subject pronouns.
	+ **Whom** corresponds with \_\_\_\_\_\_\_\_\_\_ since they are both object pronouns.
* To determine which pronoun to use, temporarily \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	+ Incorrect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ waited in line all night for *Twilight* premiere tickets.
	+ Ignore One Subject: \_\_\_\_\_ ~~and Megan~~ waited in line all night for *Twilight* premiere tickets.
	+ Correct \_\_\_\_\_\_\_\_\_\_\_\_\_ waited in line all night for *Twilight* premiere tickets.

**Practice**

I am a huge *Twilight* fan. Reading those books is fun for **I**.

1. NO CHANGE
2. Myself
3. Me
4. We

*Explanation:*

1. **Adjectives & Adverbs**
* Your job will be to figure out if they are describing someone or something (use an \_\_\_\_\_\_\_\_\_\_\_) or if they are describing how, when, or where an action occurs (use an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).
* To figure out whether to choose an adjective or adverb, follow these steps:
	+ Determine which word in the sentence the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Once you have found that word, ask yourself:
		- Is this word a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? If so, choose an \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to describe it.
		- Is this word an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? If so, choose an \_\_\_\_\_\_\_\_\_\_\_ to describe it. Remember, adverbs can also describe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Adverbs usually end in \_\_\_\_\_\_\_\_\_\_\_. But words like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (among others) can also be considered adverbs because they tell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Similarly, some adjectives, like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The \_\_\_\_\_\_\_\_\_\_\_ suffix is a helpful clue for identifying an \_\_\_\_\_\_\_\_\_, but it isn’t a guarantee.

**Practice**

It is **real difficult** to believe in the existence of aliens.

1. NO CHANGE
2. Real difficulty
3. Difficult really
4. Really difficult

*Explanation:*