CONGRATULATIONS!
You have taken an important step toward **significantly increasing** your ACT score.
ACT 101
WHAT WE WILL COVER

• What is the ACT and why is it challenging?
• Introduction to core ACT strategies
• Tips to increase your ACT score
• How to develop the best plan for you
TODAY’S SESSION

1. WHAT YOU NEED TO KNOW
2. ACT TIPS AND TAKEAWAYS
3. PREPARATION OPTIONS
4. NEXT STEPS
WHAT YOU NEED TO KNOW
YES, THE ACT IS A VERY IMPORTANT TEST!
The ACT isn’t just for college admissions

- Merit-based scholarships
- College placement
- Future job prospects
THE ACT IS VERY LONG

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATH</th>
<th>READING</th>
<th>SCIENCE</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST 1</td>
<td>TEST 2</td>
<td>TEST 3</td>
<td>TEST 4</td>
<td>TEST 5</td>
</tr>
<tr>
<td>45 MINUTES</td>
<td>60 MINUTES</td>
<td>35 MINUTES</td>
<td>35 MINUTES</td>
<td>40 MINUTES</td>
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<tr>
<td>75 QUESTIONS</td>
<td>60 QUESTIONS</td>
<td>40 QUESTIONS</td>
<td>40 QUESTIONS</td>
<td>1 PROMPT</td>
</tr>
</tbody>
</table>

TOTAL POINTS: 1 – 36
TOTAL POINTS: 2 – 12

TOTAL TIME: 3 HOURS AND 35 MINUTES
SCORE RANGE: 1 – 36
ACT: TRUE OR FALSE?

T  F  There is a “good” ACT score
T  F  I can take the ACT more than once
T  F  Is it easier to do well on some ACT test dates than others
T  F  Colleges will receive all of my ACT results
T  F  I should always guess “C” or “H”
T  F  Just doing practice questions is the best way to increase my ACT score
T  F  ACT scores are measures of my intelligence
The ACT is a final opportunity to impress admissions officers.

The ACT provides an amazing return on investment.

You need to prepare for months, not hours.

**MORE TIME = MORE SCORE IMPROVEMENT**
MOST STUDENTS DO NOT PREPARE FOR THIS OPPORTUNITY
Students have not prepared for a 3.5-hour test before

- Take practice exams just like the real thing
- Review your wrong answers
A high GPA does not guarantee a competitive ACT score

ACT questions are written to punish students who are moving too quickly

Do the math on the test, not on the clock

ACT Question

The fraction $\frac{7}{13}$ is equivalent to $0.538461\ldots$. What is the digit in the 304th decimal place of $0.538461\ldots$?

A. 1  
B. 3  
C. 4  
D. 5  
E. 8
The ACT has no guessing penalty
Every question has the same point value
You don’t need to get every question correct to earn a competitive score!
TODAY’S SESSION

1. WHAT YOU NEED TO KNOW
2. ACT TIPS AND TAKEAWAYS
3. PREPARATION OPTIONS
4. NEXT STEPS
ENGLISH

English, n. 1. the language now grown in North America. 2. the language in the United British Empire. 3. the English or place; as, An English place.

(b) its nut.
Don’t trust your grammar ear!

PASSAGE IV

Beaux Arts Architecture in the Spotlight

On West 45th Street in New York City, wedged between buildings more than twice its height, stands the Lyceum Theatre. Tourists and New Yorkers

46. E. NO CHANGE
G. they’re
H. their
J. its

WHAT THE ACT WON’T TELL YOU

Don’t trust your grammar ear!
Questions 14 and 15 ask about the preceding passage as a whole.

14. The writer is considering adding the following sentence to the essay:
   This growth can take the form of either branching (which forms stable, symmetrical shapes) or faceting (which forms unstable, complex shapes).
   If the writer were to add this sentence, it would most logically be placed at Point:
   A. in Paragraph 1.
   B. in Paragraph 2.
   C. in Paragraph 3.
   D. in Paragraph 4.

15. Suppose the writer’s primary purpose had been to offer an example of a discovery that changed the way scientists viewed the basic laws of chemistry. Would this essay accomplish that purpose?
   A. Yes, because it describes how the observation of triangular snowflakes has led scientists to discover that their understanding of the basic laws of chemistry is flawed.
   B. Yes, because it describes how scientists have applied the knowledge they’ve gained through studying snowflakes to other areas of chemistry.
   C. No, because it focuses on how scientists are struggling to determine how triangular snowflakes are formed.
   D. No, because it explains that triangular snowflakes appeared to, but don’t actually, violate the basic laws of chemistry.

PASSAGE 1

Climbing Mt. Fuji

[1]

Backed up in wool trousers and thick coats, and we watched the sun setting on Mt. Fuji in Japan. It was August and our clothes were stifling.

but we would have needed the warmth from our bodies to carry them as we hiked into the high altitudes.

Three friends and I stepped away from the crowd of other hikers and spoke our intention “Sunset at the base, sunrise at the top.” [A]

[2]

As we hiked, a patchwork of clouds swept across the darkening sky, hiding all traces of our surroundings outside our flashlights’ beams. The trees gradually changed from compact dirt to a jumble of volcanic rocks. [B]

16. F. NO CHANGE
   G. was while watching
   H. was, we watched
   J. was watching

17. A. NO CHANGE
   B. would need
   C. will need
   D. need
Education programs at community gardens can help children learn about science, they also encourage healthy eating, because children who grow their own vegetables are more likely to eat them.

A. NO CHANGE
B. science; they also encourage
C. science, also encouraging
D. science; also encouraging
In addition to receiving an initial payment for her novel, royalties will be earned by the author on every copy of her book that is sold.

F. NO CHANGE
G. royalties will be given to the author
H. the author will earn royalties
J. earned royalties will go to author
Unable to attract immigrant workers, the plantation owners rely almost solely on slave labor, until slavery was abolished at the end of the Civil War.

F. NO CHANGE
G. will have relied
H. have relied
J. relied
ACT ENGLISH TAKEAWAYS

• 10 problematic writing concepts make up 90% of the ACT English questions

• You must learn to live without your grammar ear

• In a full preparation program, you must use passages to practice all question types
\[
\int_1^{3} \frac{x^2 + \sqrt{x^3} + 3}{\sqrt{x}} \, dx = \int_1^{3} \left( \frac{x^2}{\sqrt{x}} + x\sqrt{x} + \frac{3}{\sqrt{x}} \right) \, dx = \left[ \frac{x^{\frac{5}{2}}}{\frac{5}{2}} + x + 3x^{\frac{3}{2}} \right]_{1}^{3} = \frac{2}{5} \times 3^{\frac{5}{2}} + \frac{9}{2} + 6 \sqrt{3} \right] - \frac{12}{2} = \frac{2}{5} \times 9 + \frac{9}{2} + 6 \sqrt{3} - 6 \sqrt{3} = \frac{18}{5} + \frac{9}{2} = \frac{27 + 45}{10} = \frac{72}{10} = \frac{36}{5}
\]
You shouldn’t get to the end of the math section unless you are already scoring 30.
15. This month, Kami sold 70 figurines in 2 sizes. The large figurines sold for $12 each, and the small figurines sold for $8 each. The amount of money he received from the sales of the large figurines was equal to the amount of money he received from the sales of the small figurines. How many large figurines did Kami sell this month?
A. 20
B. 28
C. 35
D. 42
E. 50

16. A car accelerated from 88 feet per second (fps) to 220 fps in exactly 3 seconds. Assuming the acceleration was constant, what was the car’s acceleration, in feet per second per second, from 88 fps to 220 fps?
F. 34
G. 29 \frac{1}{2}
H. 44
J. 75 \frac{1}{2}
K. 102 \frac{1}{2}

17. In a plane, the distinct lines $\overrightarrow{AB}$ and $\overrightarrow{CD}$ intersect at $A$, where $A$ is between $C$ and $D$. The measure of $\angle BAC$ is $47^\circ$. What is the measure of $\angle BAD$?
A. $43^\circ$
B. $47^\circ$
C. $94^\circ$
D. $133^\circ$
E. $137^\circ$

20. For trapezoid $ABCD$ shown below, $AB \parallel CD$, the measures of the interior angles are distinct, and the measure of $\angle D$ is $x^\circ$. What is the degree measure of $\angle A$ in terms of $x$?
F. $(180 - x)^\circ$
G. $(180 - 0.5x)^\circ$
H. $(180 + 0.5x)^\circ$
J. $(180 + 3x)^\circ$
K. $x^\circ$

21. To get a driver’s license, an applicant must pass a written test and a driving test. Past records show that 80% of the applicants pass the written test and 60% of those who have passed the written test pass the driving test. Based on these figures, how many applicants in a random group of 1,000 applicants would you expect to get driver’s licenses?
A. 200
B. 400
C. 600
D. 750
E. 800

22. If $a$, $b$, and $c$ are positive integers such that $a^2 = x$ and $c^2 = y$, then $xy =$
F. $ac^2$
G. $ac^b$
H. $(ac)^2$
J. $(ac)^b$
K. $(ac)^a$
Math Tip #1
Look for what you know

I-S-M-E

Identify the problem type.
This is the most important step to solving a math question.

Set Up the question based upon your identification.
Write down what you know is true.

Make Sure you are solving the question being asked.
Don’t let a careless mistake erase your hard work.

Execute the math.

Math #1
Mike eats 75% of a blueberry pie with a circumference of $12\pi$ inches. How much of the pie remains after Mike finishes eating? (Round your answer to the nearest tenth.)

A. 18.8 in.$^2$
B. 28.3 in.$^2$
C. 37.7 in.$^2$
D. 84.8 in.$^2$
E. 113.1 in.$^2$
At Oakdale Elementary School, students are divided into teams of 15 and 16 for recess. If there are 454 students in a total of 29 teams, how many teams of 16 students are there?

F. 10  
G. 14  
H. 17  
J. 19  
K. 22
The sum of three numbers is 480. One of the numbers, $x$, is 40% more than the sum of the other two numbers. What is the value of $x$?

A. 200  
B. 240  
C. 280  
D. 320  
E. 360
• ACT Math requires a comprehensive review of years of math content

• You need a lot of practice reviewing how to quickly identify and set up math questions

• In a full preparation program, you must practice all of the ACT math concepts
On Reading, English, and Science
the answers are not there
to help you!
Main Ideas: ~20 questions
Details: ~15 questions
Words in Context: ~2 questions
Analyzing Multiple Texts: ~3 questions
TIP #1

USE YOUR TWO-TRACK MIND
The English Channel is 21 miles across at its narrowest point between Calais, France, and Dover, England. Until the proliferation of air transport, shipping was the only means to connect the island of Britain with its trading partners on the European continent. So it is perhaps not surprising that cross-channel tunneling schemes with bi-national support date back to at least 1715. Nearly 100 years later, Napoleon Bonaparte was said to be a proponent of the project (though one can imagine the British were less enthusiastic at that time). Digging even began in the 1870s, progressing at least a mile on each side, despite British fears that a permanent crossing of the English Channel would leave their country vulnerable to invasion by everything from Continental soldiers to rabies. Ultimately, technical difficulties and a lack of political will defeated the tunnel.
In the paragraph, the author implies that which of the following was the primary goal of a land-link between England and Europe?

A. Cessation of shipping between France and England.
B. Improved transport of military troops between France and England.
C. Decreased transport of livestock between France and England.
D. Improved merchant trade between France and England.
READING TIP #3
SAVE TWO-PASSAGE READING UNTIL THE END
ACT READING TAKEAWAYS

• Read for main ideas and annotate in the margins

• Use Two-Track Mind and Take CARE to navigate passages and questions

• In a full preparation program, you must apply these strategies to different passage types
What the ACT Won’t Tell You

Only ~2 ACT Science questions require outside science knowledge.
Six or Seven Total Passages

Charts and Graphs: 3 or 4 passages
One experiment, with given data

Multiple Experiments: 3 or 4 passages
More than one experiment, with given data

Conflicting Viewpoints: 0 or 1 passages
More than one experiment, no given data
SCIENCE TIP #1
ACT SCIENCE IS MOSTLY READING COMPREHENSION

Focus on main ideas and differences between experiments
SCIENCE TIP #2
IDENTIFY SIMPLE TRENDS IN THE DATA

Percentage of chart which looks like Pac-Man

Don’t get lost in facts and figures!
Chart and graphs passages have the easiest questions.
• ACT Science requires strong reading comprehension and data analysis skills

• You need to be able to move quickly through dense information

• In a full preparation program, you will gain practice on different passage types
Public Health and Individual Freedom

Most people want to be healthy, and most people want as much freedom as possible to do the things they want. Unfortunately, these two desires sometimes conflict. For example, smoking is prohibited in most public places, which restricts the freedom of some individuals for the sake of the health of others. Likewise, car emissions are regulated in many areas in order to reduce pollution and its health risks to others, which in turn restricts some people’s freedom to drive the vehicles they want. In a society that values both health and freedom, how do we best balance the two? How should we think about conflicts between public health and individual freedom?

Read and carefully consider these perspectives. Each suggests a particular way of thinking about the conflict between public health and individual freedom.

<table>
<thead>
<tr>
<th>Perspective One</th>
<th>Perspective Two</th>
<th>Perspective Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our society should strive to achieve the greatest good for the greatest number of people. When the freedom of the individual interferes with that principle, freedom must be restricted.</td>
<td>Nothing in society is more valuable than freedom. Perhaps physical health is sometimes improved by restricting freedom, but the cost to the health of our free society is far too great to justify it.</td>
<td>The right to avoid health risks is a freedom, too. When we allow individual behavior to endanger others, we’ve damaged both freedom and health.</td>
</tr>
</tbody>
</table>

Essay Task

Write a unified, coherent essay in which you evaluate multiple perspectives on the conflict between public health and individual freedom. In your essay, be sure to:

- analyze and evaluate the perspectives given
- state and develop your own perspective on the issue
- explain the relationship between your perspective and those given

Your perspective may be in full agreement with any of the others, in partial agreement, or wholly different. Whatever the case, support your ideas with logical reasoning and detailed, persuasive examples.
Graders only spend **two minutes** looking at your essay.
WRITING TIP #1
THE ACT ESSAY ISN’T REALLY OPTIONAL
Writing Tip #2
Don’t Focus on the Perspectives

**Perspective One**
Our society should strive to achieve the greatest good for the greatest number of people. When the freedom of the individual interferes with that principle, freedom must be restricted.

**Perspective Two**
Nothing in society is more valuable than freedom. Perhaps physical health is sometimes improved by restricting freedom, but the cost to the health of our free society is far too great to justify it.

**Perspective Three**
The right to avoid health risks is a freedom, too. When we allow individual behavior to endanger others, we’ve damaged both freedom and health.
WRITING TIP #3
USE I-B-C STRUCTURE

Introduction

Body

Conclusion
• Give the graders exactly what they want
• Don’t get lost in the perspectives
• In a full preparation program, you must work through multiple essays and receive individual feedback to improve your score
TODAY’S SESSION

1. WHAT YOU NEED TO KNOW
2. ACT TIPS AND TAKEAWAYS
3. PREPARATION OPTIONS
4. NEXT STEPS
PREPARATION OPTIONS

FINDING THE PROGRAM THAT IS RIGHT FOR YOU

SELF STUDY

TAKE A CLASS

WORK WITH A TUTOR
SELF-STUDY
THE HIGHEST RISK OPTION

• Least expensive preparation option
• Many test resources are available
• Only for highly motivated students
Semi-Private Tutoring
More Time = More Concepts, More Results

- Similar to today’s session
- Only four students per teacher
- Additional time = Additional concepts and tips
PRIVATE TUTORING
FOR THE LARGEST SCORE INCREASES

• Look for a professional tutor
• Instruction and curriculum that is tailored to the individual student
• More time = More score improvement
TODAY’S SESSION

1. WHAT YOU NEED TO KNOW
2. ACT TIPS AND TAKEAWAYS
3. PREPARATION OPTIONS
4. NEXT STEPS
This was the first step of a long process
Determine your individual goals
Build the best plan to get there
<table>
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<th>SCHOOL</th>
<th>25&lt;sup&gt;th&lt;/sup&gt; PERCENTILE (SAT/ACT)</th>
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</table>
Next Steps (2 of 6)

**Revolution Prep**

**Text Form Code**

**Instructions**
- Fill in the answer sheet completely.
- Read Names: Write and bubble in your last name.
- Print your first and last name.
- Test Form Code: Fill in the "1" and "J" bubbles.
- Print your first and last name in the box at the top of page 3 and page 5.

**Exam**
The ACT is made up of 5 "tests"—English, Math, Reading, Science, and Writing.
- Test 1 is the English Test; it has a 40-minute time limit.
- Test 2 is the Math Test; it has a 60-minute time limit.
- Test 3 is the Reading Test; it has a 35-minute time limit.
- Test 4 is the Science Test; it has a 35-minute time limit.
- Test 5 is the Writing Test; it has a 40-minute time limit.

During a given section on the test, you may not return to earlier tests or skip ahead to later tests.

**Exam Scoring**
After completing the exam, log on to your student dashboard at revolutionprep.com, click "Scores" and then select the test form code to enter your multiple-choice responses and your essays. Your scores for the English, Math, Reading, and Science sections will be available immediately; your Writing score will be available after review by Revolution Prep's graders.

**Test booklet**
The test booklet is yours to keep. You, and your instructor will use the test booklet to review questions from the exam.
ONLY PREPARE FOR ONE EXAM AT A TIME
TAKE THE ACT AT AN ADVANTAGEOUS TIME

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As of the 2017-2018 school year, The ACT is offered seven times during the year.

= Question and Answer Service
TAKE THE ACT AT LEAST TWICE

- A majority of students score higher the second time they take the ACT
- Superscoring
- Use results from the first exam to inform your preparation
APPROACH THE ACT
WITH A GROWTH MINDSET

I can learn anything I want to.
When I’m frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I’m inspired.
My effort and attitude determine everything.

GROWTH MINDSET

I’m either good at it, or I’m not.
When I’m frustrated, I give up.
I don’t like to be challenged.
When I fail, I’m no good.
Tell me I’m smart.
If you succeed, I feel threatened.
My abilities determine everything.

FIXED MINDSET
ANY
QUESTIONS