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The Official SAT Study Guide™



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The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity and that commitment is embodied in all of its programs, services, activities, and concerns.

The Official SAT Study Guide was the top-selling book in Nielsen BookScan’s Adult Nonfiction Overall Study Aids category for multiple weeks in 2006.

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Dear Student:

Choosing a college is likely to be one of the first major decisions in a young person's life. At the College Board, our mission is to connect students to college success. Our various programs and services, including the SAT[®], are designed to help you find the best college for you—and do well when you get there. It's important to remember, however, that SAT scores are only one of many factors that colleges use in admissions decisions.

The best preparation for the SAT, and for college, is to take challenging courses. To prepare for the writing section, we recommend that you write as often as possible, and read challenging books and articles. In addition, the PSAT/NMSQT[®] and the SAT Readiness Program[™] can help you familiarize yourself with the SAT and guide you in areas where you may need improvement.

As you do the important work of preparing for college, please continue to look to us as a resource. I encourage you to visit collegeboard.com where you can access College Search, the Web's most extensive database of colleges and universities. You will also find the latest information about the SAT and our other programs, including the Advanced Placement Program[®], and valuable information about financial aid and scholarships.

For more than 100 years, the College Board has been working to help high school students make a successful transition to higher education. The United States has the greatest higher education system in the world, and there is a good college for everyone who wants to attend. In pursuing a college education, you have a wonderful and exciting opportunity ahead of you.

Sincerely,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is written in a cursive, flowing style with a large, sweeping initial "G".

Gaston Caperton
President, The College Board

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PREFACE


As always, the best way to prepare for the SAT® is to take challenging high school classes, read extensively, and write as often as possible. To get ready for the test, you should review the concepts covered and practice problems similar to those you will see on the SAT. This guide from the College Board—the test maker—is the only place you’ll find questions written to the SAT test specifications.

As you prepare with *The Official SAT Study Guide™*, you will gain confidence in your ability to do your best on the SAT. This guide provides you with:

- opportunities to familiarize yourself with the format of the test
- practice on the different question types
- hundreds of practice questions
- instructional help with the concepts covered
- approaches to use for answering different types of questions
- experience taking full-length practice tests, helping you learn to pace yourself
- numerous opportunities to sharpen your skills in writing effective essays
- feedback that will help you focus on areas that may need improvement

Special Features

This book is filled with helpful suggestions. This icon  appears next to each “Keep in Mind,” located in the margins to remind you of approaches and other points that will help you prepare for the test. Plus, for every chapter that describes specific sections of the test, you’ll find a “Recap” section for review.

A computer icon  appears next to information you can find online. You can even enter your test answers online and receive personalized feedback for each of this guide’s eight full-length practice tests. This feedback makes it easy for you to focus on the areas you need to study further. Subscribers to *The Official SAT Online Course™* can review explanations to the questions in this guide’s eight full-length practice tests and have their responses to the essay questions scored automatically. Subscribers to *The Official SAT Online Course* have access to interactive instruction, additional sets of practice questions, practice essay questions, and full-length practice tests.

For the full-length practice tests, the vast majority of questions have appeared in previously administered SATs. Some of the questions that represent new question types and content are written by our test development experts and comply with the College Board's SAT specifications. The same is true for questions in our practice sets.

To help you prepare for the essay portion of the SAT, this guide includes essay questions like the ones you'll see on test day. These questions originally appeared on an SAT Subject Test in Writing and have been modified to conform to the SAT format. (The SAT Subject Test in Writing is no longer offered.) To help you understand how the essays are scored, each essay question is accompanied by sample essays written by students who took the SAT Subject Test in Writing. The corresponding essay samples are actual student responses to previously administered SAT Subject Tests in Writing and are presented based on College Board research indicating comparability to expected responses on the SAT prompt.

How *The Official SAT Study Guide* Is Organized

The first three chapters introduce the SAT and offer helpful approaches to test taking. Chapter 3 includes a comprehensive description of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®).

Chapters 4–21 address the SAT's critical reading, writing, and mathematics sections. Each chapter has in-depth descriptions of the types of questions on the test and an approach to answering them. The solutions to sample questions will help you better understand the concepts underlying similar problems on the test.

As you work through this guide, you'll become familiar with the instructions, questions, and types of answers that are on the SAT. Some questions, such as the student-produced response questions in Chapter 20, have answers that must be given in specific formats.

You'll find additional practice for each type of question in Chapter 7 (Critical Reading), Chapter 13 (Writing), and Chapter 21 (Mathematics). Chapters 15–18 detail the math concepts and operations that will appear on the SAT.

Chapter 9 includes an example of an essay topic with sample scored essays. You will also learn about holistic scoring and the SAT Scoring Guide.

Part V provides eight full-length practice tests to help you become familiar with the test and practice under timed conditions. You don't have to practice on *all* of them. You may wish to review questions on the practice tests that you find particularly challenging. If you'd like more practice in critical reading, for example, you could focus on that section of the test or the critical reading sample and practice questions. It's a good idea to take at least *one* full-length practice test, under timed conditions, to get an idea of the concentration and pacing needed to complete the test.

We're Here to Help

The College Board hopes that you find this guide helpful and easy to use; please visit www.collegeboard.com for the most up-to-date information on the SAT. We wish you well as you work through the admissions process.

PART I

Getting Started

CHAPTER 1

Introducing the SAT®

About the SAT®

Are you thinking about going to college? If you are, there's probably an SAT in your future. Every year, more than two million students take this college admissions exam.

The SAT Reasoning Test™ is a measure of the critical thinking skills you'll need for academic success in college. The SAT assesses how well you apply what you've learned in school to analyze and solve problems, the way you'll need to in college.

Your SAT score is just one factor colleges look at when they consider your application. They also look at your academic record, your involvement in school activities, your application essay, and your letters of recommendation.

One out of every two high school students taking the SAT takes it at least twice—typically in the spring of the junior year and in the fall of the senior year. The SAT is given seven times a year at thousands of testing centers (usually high schools) around the world.

Who Is Responsible for the SAT?

The SAT is a program of the College Board, a not-for-profit membership association to which more than 5,000 schools, colleges, and universities belong. The College Board, whose mission is to connect students to college success and opportunity, was founded more than 100 years ago. Every year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the Advanced Placement Program® (AP®), and the PSAT/NMSQT®.

Who Develops the SAT?

The SAT Test Development Committees oversee the test and review the questions. The committees are made up of college professors and high school teachers who are experts in their fields. For example, past presidents of the National Council of the Teachers of Mathematics help develop the mathematics section.

The SAT is written and reviewed by people who are knowledgeable about what you are taught in the classroom. The committees review each form of the SAT for content and fairness as the test is developed. Each question is reviewed at least twelve times. The object is to make the questions clear, appropriately challenging, and fair to all. Every question is pretested before it is placed on the scored sections of the test and is under development for at least a year.

How do the SAT committees know which skills should be measured? They do their homework! The College Board meets with college faculty, high school teachers, and experts in different subjects from across the country and surveys educators about their reading, writing, and mathematics curricula. The College Board also reviews research on what skills are necessary for success in college. The critical thinking, reasoning, and problem-solving skills measured by the SAT align with those identified through research conducted by the Association of American Universities as critical to college success.

We're not talking about your parents' SAT here. The SAT has evolved over time to keep up-to-date with current teaching practices and college and high school curricula. For example, in 1994, a new SAT math section was introduced that allowed students to use calculators for the first time. In 1990, a blue-ribbon commission, led by Derek Bok, who was the president of Harvard University, and David Gardner, who was the president of the University of California, recommended adding a writing section to the SAT. The addition of an essay is now possible with the technological advancements that allow for scoring a large number of essays in a short period of time. By including a third measure of skills—writing—the SAT will help colleges make better admissions and placement decisions.

What Does the SAT Look Like?

The SAT has eight types of questions in sections on critical reading, writing, and mathematics. Table 1.1 gives an overview of each section. The table also shows the type of questions, the total number of questions in each section, and the time allotted for each section. You have 3 hours and 45 minutes to complete the SAT.

The SAT also includes a variable section in critical reading, writing multiple choice, or mathematics for which 25 minutes is allotted. The variable section is used to help make sure that your scores are comparable to scores on other editions of the SAT. This variable section will not count toward your final score. Still, because you won't know which section is the variable, you need to do your best on the entire test.

Table 1.1 Number and Type of Questions with Time Allotted for Each Section of the SAT

Sections of the SAT	Type of Questions	No. of Questions	Time Allotted
Critical Reading	Sentence completion	19	
	Passage-based reading	48	
	<i>Total critical reading questions</i>	<i>67</i>	<i>70 minutes (two 25-minute test sections and one 20-minute test section)</i>
Writing	Identifying sentence errors	18	
	Improving sentences	25	
	Improving paragraphs	6	
	Essay writing	1 essay	25 minutes
	<i>Total writing questions</i>	<i>49 + Essay</i>	<i>60 minutes (two 25-minute test sections and one 10-minute test section)</i>
Mathematics	Multiple choice	44	
	Student-produced response (grid-ins)	10	
	<i>Total mathematics questions</i>	<i>54</i>	<i>70 minutes (two 25-minute test sections and one 20-minute test section)</i>

What's the Score?

Here's how SAT scores are calculated.

1. *Multiple-choice questions:* You receive one point for each question answered correctly. For each question that you attempt but answer incorrectly, $\frac{1}{4}$ point is subtracted from the total number of correct answers. No points are added or subtracted for unanswered questions. If the final score includes a fraction, the score is rounded to the nearest whole number.
2. *Student-produced response questions in the mathematics section:* Nothing is subtracted for wrong answers.
3. *The essay* will receive a score of 2 to 12. However, a blank essay, essays that are not written on topic, essays written in pen, or essays deemed illegible after several attempts have been made to read them will receive a score of 0.



Essay Practice

To practice the essay, check out *The Official SAT Online Course™* at www.collegeboard.com/satonlinecourse.

A statistical process called *equating* scales your scores from 200 (lowest) to 800 (highest). Scores are equated to adjust for minor differences between test forms. Equating assures you and colleges that a score of 500 on the math section of one form of the test indicates the same ability level as 500 on the math section of another form of the test.

Score Range

No test can ever measure your skills precisely, but it can provide good estimates. Students who take the SAT many times within a short period of time usually find that their scores tend to vary—but not too far above or below their true capabilities. The score range is an estimate of how your scores might vary if you were tested many times.

Percentiles

In addition to the scaled scores of 200 to 800 on each of the three sections of the test, you also will receive corresponding SAT percentile scores. The percentile score compares your scores to those scores of other students who took the test. The comparison is given as a number between 1 and 99 and tells what percentage of students earned a score lower than yours. Suppose your percentile is 53. That means you performed better than 53 out of every 100 test-takers in the comparison group.

Your percentile changes depending on the group with which you are being compared.

The national percentile is based on all recently graduated college-bound seniors from across the nation who took the test.

The state percentile is based on all recently graduated college-bound seniors from your state who took the test.

Using Your Score Report

Your score report includes a scaled score, a score range, percentiles, and score history, as well as other information.

Your score report shows profiles of the colleges or universities that you designated to receive your SAT scores. Each profile tells you about the college's high school preparation requirements, first-year student admissions policies, cost and financial aid information, as well as other college characteristics. If you filled out the SAT Questionnaire during registration, the score report will show your responses. This is a great way to see how your preferences compare to the characteristics of the colleges that received your test scores.

You also can receive your SAT scores online at collegeboard.com. These online scores will be available before you receive your paper score report. The SAT online score report is free and is available to every student who takes the SAT, whether they've registered online or by mail. The online score report contains all of the information that appears on the paper score report, plus a scanned copy of the essay you wrote on test day. To access the online SAT score report, all you need is a collegeboard.com account, which is free and takes just seconds to create.

Additional Services

You can order the following services when you register for the SAT or when you receive your scores.

Question-and-Answer Service (QAS)

The Question-and-Answer Service (QAS) provides a report that lists the question number, the correct answer, the answer you gave, the type of question, and the difficulty level of that question. You will also receive the actual questions from the edition of the SAT you took. QAS is offered for specific testing dates only (usually October, January, and May). For the testing dates for which the Question-and-Answer Service is available, please visit www.collegeboard.com. You can order QAS when you register for the SAT, or when you complete the order form sent with your score report. QAS can be ordered up to five months after the test date.

Student Answer Service (SAS)

The Student Answer Service (SAS) provides a report that lists the question number, the difficulty of each SAT question, and whether you answered it correctly, incorrectly, or did not answer. Also included are the question or content types for each test section. Actual test questions are not included. SAS is available for all test dates for which QAS is not available. SAS can be ordered when you register for the SAT, or when you complete the order form sent with your score report. SAS can be ordered up to five months after the test date.

Student Search Service®

The Student Search Service® helps colleges find prospective students. If you take the PSAT/NMSQT, the SAT Reasoning Test, or any AP Exam, you can be included in this free Search.

Here's how it works: Indicate on the PSAT/NMSQT or AP answer sheet or during SAT registration that you want to be part of the Student Search. Your name is put in a database along with other information such as your address, high school grade point average, date of birth, grade level, high school, e-mail address, intended college major, and extracurricular activities.

Colleges and scholarship programs then use the Student Search to help them locate and recruit students with characteristics that might be a good match with their schools.

Here are some points to keep in mind about the Student Search Service:

- Being part of Student Search is voluntary. You may take the test even if you don't join Student Search.

- Colleges participating in the Search do not receive your exam scores. Colleges can ask for the names of students within certain score ranges, but your exact score is not reported.
- Being *contacted* by a college doesn't mean you have been *admitted*. You can be admitted only after you apply. The Student Search Service is simply a way for colleges to reach prospective students.
- Student Search Service will share your contact information only with approved colleges and scholarship programs that are recruiting students like you. Your name will never be sold to a private company or mailing list.

CHAPTER 2

How to Do Your Best on the SAT

This chapter offers suggestions for how to prepare yourself for the SAT, how to pace yourself while taking the test, how to approach each type of question, and how to feel more confident on test day.

There's No Substitute for Studying

Preparing for the SAT is like studying for any exam. You'll feel a lot more confident if you review the test's format and become familiar with its content. You've actually been preparing for the SAT all your academic life. The best way to get ready for the SAT is to work hard in school, take challenging courses, and read as much as you can.

- *Learning to read effectively* gives you the ability to figure out what the author means as well as what the author says.
- *Improving your vocabulary* gives you tools to figure out new words from the context in which they are used.
- *Developing your problem-solving abilities* helps you figure out what to do and how to do it and helps you deal with challenging problems even when you think you're stumped.
- *Strengthening your writing* helps you develop and express your ideas clearly and convincingly.

A Practical Idea

Practice may not make perfect, but it definitely helps. That's why taking the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is your best chance for realistic SAT practice. It includes questions like those on the SAT—covering critical reading, writing, and mathematics—but at a level appropriate for juniors in high school. At 2 hours and 10 minutes, the PSAT/NMSQT is shorter than the SAT. (The SAT lasts 3 hours and 45 minutes.)

After taking the PSAT/NMSQT, you receive a comprehensive score report that reviews all the questions and answers, including your answers, as well as providing feedback on skills. The skills section identifies skills that need improvement and provides teacher suggestions on how to improve. You'll also receive your test back so that you can revisit test questions to help improve problem areas. If you take the test as a junior, you can qualify to enter competitions for scholarships sponsored by National Merit Scholarship Corporation and other scholarship programs. For more information about the PSAT/NMSQT, see Chapter 3.

Online Resources

The College Board offers a range of online resources for the SAT and college preparation. *The Official SAT Online Course* is available to help you get ready for the test. The College Board also offers the *SAT Preparation Center™* and *The Official SAT Question of the Day™*. Both are available at collegeboard.com for free. At collegeboard.com you'll find information that goes beyond SAT preparation. It's the leading Web site for college searches, both to learn information about colleges and to find out what's required for college admissions.

The Official SAT Online Course™

The Official SAT Online Course is an SAT preparation course organized around interactive lessons. It's available to subscribers 24 hours a day from any computer that has Internet access and includes:

- *Essay scoring.* You can score the essays in this book yourself or you can have *The Official SAT Online Course's* automated essay-scoring service do it for you. You receive a holistic score—as you would on the SAT.
- *Explanations.* The explanations for every question in this book's full-length practice tests are available in *The Official SAT Online Course*. When you learn the rationale for questions you got wrong or didn't fully understand, you're less likely to make the same mistake again.
- *More practice.* *The Official SAT Online Course* offers you additional practice with:
 - question sets
 - essay prompts
 - full-length practice tests
- *Score reports and feedback.* For each full-length practice test and set of practice questions in *The Official SAT Online Course*, you receive a score report and personalized feedback.

By using *The Official SAT Study Guide* and *The Official SAT Online Course* together, you'll benefit from the best of both formats—print and Internet. When you take the actual test, your tools will be paper and a calculator, so it's important to feel comfortable using those materials in test situations. Some SAT preparation activities are best suited for the Internet. That's why *The Official SAT Online Course* will help you get even greater value from this book.

As a book buyer, you're entitled to a discount for *The Official SAT Online Course*. To receive the discount, you will need to visit www.collegeboard.com/satonlinecourse and answer a question about your book.

You may already have access to *The Official SAT Online Course* through your school. To learn whether your school subscribes, ask a teacher or a counselor.



The Official SAT Online Course

This book entitles you to a discount on *The Official SAT Online Course*. To learn more, visit www.collegeboard.com/satonlinecourse.

SAT Preparation Center™

This section of collegeboard.com gives you instructions and sample questions for each type of question on the SAT. It also lets you access a full-length practice test.

Book Owners' Area

After you've taken the full-length practice tests in this book, you can enter your answers online, and we'll provide a free practice score report with personalized feedback. This feedback can be a valuable study tool in helping you identify where you need to focus your efforts. The Book Owners' Area can be found at www.collegeboard.com/satonlinecourse.

The Official SAT Question of the Day™

At collegeboard.com, you'll also find the College Board's popular SAT Question of the Day. It gives you the chance to practice on a different practice question for the SAT every day. You can receive the daily question by e-mail or by visiting the site.

collegeboard.com

The Web site (www.collegeboard.com) provides all the information and tools you need to prepare for your move from high school to college. You'll find complete and up-to-date information on College Board tests, including the SAT, SAT Subject Tests™, CLEP®, AP, and PSAT/NMSQT, as well as valuable resources for college planning. Among the most-used features on collegeboard.com are:

- *My SAT*. Online registration is easy to use and always available. Most students register for the test online. You choose your test date and test center, provide credit card information, and get immediate registration confirmation. After the test, visit *My SAT* to receive your scores, view your score history, and see where you sent your scores. You can also view a copy of your essay.

Keep in Mind

Register early for the test so you have the best chance of getting the test center nearest to your home.

- *My Organizer.* This tool shows a personalized to-do list for important college planning activities. It will help you remember test and application deadlines and build and update college lists.
- *College Search.* Look for a college by name or by criteria such as size or location. For all colleges that match your search, we'll give you a *College Profile*—a detailed record providing information on everything from majors to financial aid. Save colleges to your personalized list, or search for similar ones with the *LikeFinder™* tool.
- *Pay for College.* This section features articles about paying and borrowing for college, as well as *College Financing Calculators* to help evaluate alternatives. Here, you'll also find the *Scholarship Search* tool for funding options, and an application for CSS/Financial Aid PROFILE®, which you can complete online.

Before the Test

Learn the directions for all eight types of questions. Take time to carefully read the directions for the questions. That way, you won't have to spend extra time studying the directions on the day you take the SAT. If you understand the instructions, you'll feel more confident and be less likely to make careless errors.

Know what to expect from the test: the types of questions, the number of questions, and their order on the test.

Learn approaches for each of the eight types of test questions.

Arrive at the test center by 7:45 a.m., unless your admission ticket specifies a different time. Remember to take the following items:

- your admission ticket
- an acceptable photo ID (see Table 2.1)
- several No. 2 (soft lead) pencils and soft erasers
- an acceptable calculator (see Chapter 14 for details on which types are acceptable)
- a watch (without an audible alarm), so you can keep track of your time
- a snack that can be easily stowed under desks or chairs in the test room and can be consumed outside the test room during breaks

Table 2.1 Acceptable Photo IDs

_____	driver's license (with your photo)
_____	school identification card
_____	valid passport
_____	student ID form that has been prepared by your school on school stationery and includes your picture and the school seal

Table 2.2 Checklist: What to take to the SAT

I Need	I Have
appropriate photo ID	_____
admission ticket	_____
several No. 2 pencils and soft erasers	_____
calculator with fresh batteries	_____
watch	_____
snack	_____
I know the way to the test center and have instructions for finding the entrance on Saturday or Sunday.	_____
I am leaving at _____ a.m. This will give me plenty of time in case I run into delays.	_____
My alarm is set.	_____
Be On Time or You Can't Take the Test.	

Table 2.2 is a checklist to remind you of what you should take with you on test day.

Start your mental preparation the day before the test.

- Get a good night's sleep.
- Have everything that you need for the test ready the night before.

During the Test


Read and think carefully. Consider all the choices in each question. Don't lose points on easy questions through careless mistakes.

Use your test booklet. Your answer sheet must be kept neat and free of stray marks, but you can mark up your test booklet. You can write whatever you want, wherever you want, in the section of the booklet you're working on. You will not receive credit for anything written in the booklet, though.

Here are some pointers for using your test booklet.

- Mark each question that you *don't* answer so that you can easily find it again.
- Draw a line through each choice as you eliminate it when you work on a question.
- Mark sections, sentences, or words in reading passages.
- In math, make drawings to help you figure out word problems. Mark key information on graphs. Add information to drawings and diagrams as you work on them.

Check your answer sheet regularly to make sure you are in the right place. Losing your place on the answer sheet will affect your test results. Check the number

 **Keep in Mind**

Make sure you use a No. 2 pencil. It is very important that you fill in the entire circle on the answer sheet darkly and completely. If you change your response, erase it as completely as possible.

of the question and the number on the answer sheet every few questions. This is especially important when you skip a question.

Pacing and Timing

Each question on the test takes a certain amount of time to read and answer. That's where pacing comes in. If you had unlimited time, or very few questions to answer, pacing might not be important. But the test ends in 3 hours and 45 minutes whether or not you finished answering every question. So you have to keep moving through the test. Remember that you are allotted a certain amount of time for each section and are not allowed to move on to the next section if you finish early.

Skilled test-takers develop a sense of timing. They spend time on the questions they are most likely to answer correctly and leave some time for review.

Easy Does It

Work at an even, steady pace, but keep moving. Don't spend so much time working through hard questions that you lose time to find and answer the easier ones. Work on less time-consuming questions before moving on to those that demand more time. Save time by marking questions as you work on them and crossing out choices you can eliminate as you move through the test.

Most questions within a section range from easy to hard. Within a group of questions, such as Identifying Sentence Errors, the easier ones come first and the questions become more difficult as you move along.

If you find that one kind of question is too difficult, quickly read through the rest of the questions in that group. There might be others you can answer. Then go on to the next group of questions in that section.

The questions in the passage-based reading and improving paragraph sets don't range from easy to hard. An easier passage-based reading question might follow a harder one. (See Chapters 4 through 6 for details on the Critical Reading section of the SAT.)

Keep track of time during the test. The SAT includes 10 sections for which you have a total of 3 hours and 45 minutes to complete. First check to see how much time you have to complete each section. Then, while practicing for and taking the test, develop a habit of occasionally checking your progress through the test. That way you know when you are one-fourth of the way through the time allotted for a section, when you are halfway through, and when you have five minutes left. If you finish a section before time is called, use the remaining time to check your answers.

Know which questions are best for you. After practicing the different kinds of questions on the tests in this book, you will probably know which you feel most comfortable with. Some types of questions may take you longer than others. You might want to begin with that type of question rather than at the beginning of the section. But you'll have to be careful. Be sure to mark in your test booklet what you skipped so that you can return to it.

Skip questions. All questions are worth the *same* number of points regardless of the type or difficulty. So if you can't answer a question without spending a long time figuring it out, go on to the next one. If you aren't sure about how to answer a question, or you don't know where to begin, stop working on that question. You may have time to come back to it. Remember to mark the question in your test booklet so that you can find it later.

Answer the easy ones first. Once you know where the easy and hard questions are, answer the easy questions before tackling the more time-consuming questions. All questions are worth the same number of points.

Time and Hassle Savers

Mark skipped questions in your test booklet.

Cross out choices to eliminate as you move through the test.

When skipping questions, be sure you leave the right circles on the answer sheet blank (to avoid marking answers to the wrong questions).

Making an Educated Guess

When you're not sure of an answer, try making an educated guess. This may be helpful for the multiple-choice questions and for the math questions for which you come up with your own answer.

Multiple-choice questions. When you are not sure of an answer to a multiple-choice question, eliminate all the choices that you know are wrong and make an educated guess from the remaining ones. The more choices you can eliminate, the better your chance of choosing the right answer and earning one point. To correct for random guessing, $\frac{1}{4}$ point is subtracted for each incorrect answer. Because of this, random guessing probably won't improve your score. In fact, it could lower your score. If you can't eliminate any choice, move on. You can return to the question later if there is time.

Student-produced response questions. For the math questions that are not multiple-choice, fill in your best educated guess. You lose no points for incorrect answers to these problems. If you have no idea how to approach a problem, move on. Again, you can return to it later if there is time.

How to Make an Educated Guess

Here are some SAT questions that show how to make an educated guess.

EDUCATED GUESSING EXAMPLES

1. Sentence Completion

He was ----- businessman, but in his personal life he was kind, thoughtful, and -----.

- (A) a competent . . self-centered
- (B) an avaricious . . menacing
- (C) a scrupulous . . tactful
- (D) a ruthless . . magnanimous
- (E) an amiable . . compassionate

What to do

Start with the second blank in the sentence:

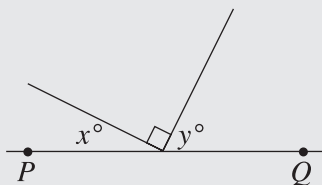
He was ----- businessman, but in his personal life he was kind, thoughtful, and -----.

The word must be *positive* because it is in a series with the words *kind* and *thoughtful*. The second words in (A) and (B)—*self-centered* and *menacing*—are both *negative*, so you can eliminate those two choices.

That leaves (C), (D), or (E) as possible correct answers, giving you one chance in three of getting it right. Make an educated guess.

Even though you may get this particular question wrong, it is to your advantage to make an educated guess if you can eliminate one or more of the answer choices as definitely wrong.

The correct answer is (D).

2. Math / Multiple Choice

In the figure above, PQ is a straight line. Which of the following must be true about x and y ?

- (A) $x + y = 180$
- (B) $90 + x = 180 - y$
- (C) $90 + x = y$
- (D) $2x = y$
- (E) $2y = x$

What to do

Which of the answer choices can you eliminate by estimation?

- Clearly, the answer cannot be choice (A) because both x° and y° are less than 90° . Cross off choice (A).
- Choice (B) looks possible, but what about (C)?
- It's pretty obvious that (C) is not the answer because $90 + x$ is greater than y . Cross off choice (C).
- Choice (D) looks possible, so don't cross it off.
- But choice (E) is not possible, so cross it off.

Now you're left with only two possible answers, (B) and (D). If you were simply guessing, you are now faced with only two choices.

If you notice that $x^\circ + y^\circ$ must equal 90° and examine choice (B), you will see that $90 + x = 180 - y$ simplifies to $x + y = 90$.

The correct answer is choice (B).

3. Identifying Sentence Errors

Carefully designed programs of healthy diet and regular exercise has provided growing
 A B
 teenagers not only healthier lungs and hearts, but also improved skin, teeth, and hair.
 C D
No error
 E

What to do

Read the sentence through entirely to see if the error is clear to you immediately. If it is not, consider the most common errors people make in writing sentences: grammar, usage, diction, and idiom. Choice (A) is an adverb (ending in -ly) and it does indeed modify the adjective *designed*, so that potential error is eliminated. Likewise, the adjective *improved* in choice (D) correctly describes the nouns “skin, teeth, and hair.” You can cross (D) off. You are now left with choices (B), (C), and (E), and you might determine from those fewer choices which is the actual answer for this item.

Even if you guess wrong, your chances of getting this question correct have been improved from one in five to one in three.

The correct answer is (B) because the plural subject *programs* requires a plural verb, which would be “have provided” rather than the singular “has provided.”

Feeling Confident

Your SAT results depend on how well you use your knowledge. But your results can also reflect how you feel the day you take the test. Your scores can be affected if you are nervous and distracted, if you are concentrating poorly, or if you have a negative attitude.

Think Positively

Getting down on yourself during the test does more than make you feel bad. It can take away the confidence you need to solve problems. It can distract you. Keep up your confidence and focus on each question.

The SAT seeks to display what you know and can do. The test has no trick questions. If you have prepared, you should be feeling good about yourself and your capabilities.

Stay Focused

Ignore distractions. Think only of the question in front of you. If you catch yourself daydreaming, bring your focus back to the test.

Concentrate on Your Own Progress

Suppose you get stuck on a question. Suppose you run into a batch of questions that are particularly difficult for you. You might be tempted to look around to see how everyone else is doing. Don't do it! You'll just see that others are filling in their answer sheets.

Think of this:

- Everyone works at a different pace. Your neighbors may not be working on the same question that has puzzled you.
- Thinking about what someone else is doing takes away time you could be using on the test.
- Within a testing room, the sections of the test are in different sequences. Students sitting near you may be working on different sections.

Keep the Test in Perspective

The SAT is important, but how you do on one test won't decide whether you get into college.

- The test is only *one* factor of many in the college admissions decision.
- Nonacademic admissions criteria are important, too. These include extracurricular activities and personal recommendations. College admissions officers at individual colleges will usually be glad to discuss their schools' admissions policies with you.
- If you don't do as well as you hoped to, you can take the test again. Most colleges look at your highest score on each section.

You're in Control

Making a plan for taking the SAT will keep you in control during the test: Practice each type of question. Remember that the easier questions generally come first in each section. Learn how to pace yourself. Learn how to make an educated guess. If you're in control, you'll improve your chances of doing your best.

Taking the Test Again

Statistics show that some students do a little better on the SAT if they take the test more than once. But there's no guarantee that will happen. All the work you've done in school—including your reading—is what really helps you to do your best on the test and to be better prepared for college. Again, as mentioned in Chapter 1, approximately one out of every two high school students taking the SAT takes it at least twice. Most who repeat the test take it once in the spring of their junior year and once in the fall of their senior year.

Recap

Before the Test

- Learn the directions for all eight question types.
- Get a good night's sleep.
- Have everything that you need for the test ready the night before.
- Make sure you know how to get to the test center and have any special instructions for finding the entrance on Saturday or Sunday.
- Leave early enough so that you will have plenty of time in case of delays while traveling to the test center.

During the Test

- First answer all the easy questions you can.
- Keep moving.
- Keep in mind that most questions are arranged from easy to hard.
- Remember which questions are best for you.
- Remember that all questions are worth the same point value.
- Eliminate choices.
- Make an educated guess.
- Watch the time you spend on any one question.
- Use your test booklet as scratch paper, and mark questions to go back to.
- Check your answer sheet regularly to make sure you're answering the right question.
- Keep your answer sheet neat.

Feeling Confident

- Think positively. Negative thoughts will just distract you from doing your best.
- Stay focused. Think *only* about the question you are trying to answer.
- Concentrate on your own progress. Don't pay attention to what others in the room are doing or how quickly they may be working.
- Keep the test in perspective. The SAT is not the only factor in college admissions decisions, and you can always take the test again.
- Remember, you're in control.

CHAPTER 3

About the PSAT/NMSQT®

If you want practice for the SAT, then the PSAT/NMSQT is for you. (PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test.) This test also gives you a chance to enter scholarship competitions sponsored by the National Merit Scholarship Corporation and, through the Student Search Service, a chance to hear from colleges looking for students like you.

The PSAT/NMSQT measures the critical reading, math problem-solving, and writing skills that you've been developing all your school years.

The test is given by high schools in October. Your school counselor can help you sign up for the PSAT/NMSQT. Many students take the test during their sophomore and junior years—but only test scores from their junior year are used for scholarship competitions. Ask your school counselor for a copy of the *Official Student Guide to the PSAT/NMSQT*, which includes a complete practice test.

Why You Should Take the PSAT/NMSQT

Taking the test helps you to:

- practice for the SAT
- assess your critical reading, writing, and math skills through a comprehensive score report that analyzes your answers. The score report gives helpful feedback on the skills you need to work on
- compare yourself with other college-bound students from around the country
- receive projected SAT scores
- qualify for entry into scholarship competitions sponsored by the National Merit Scholarship Corporation
- participate in the Student Search Service, which is a secure way of connecting with colleges and scholarship organizations

Types of Questions

The PSAT/NMSQT includes seven types of critical reading, writing, and math questions. (See Table 3.1 for details.)

The PSAT/NMSQT allows 2 hours and 10 minutes and includes five sections:

- Two 25-minute critical reading sections
- Two 25-minute mathematics sections
- One 30-minute writing section

Score Report

Your PSAT/NMSQT Score Report gives you feedback on your test performance and other valuable information:

- Three separate PSAT/NMSQT scores for critical reading, writing skills, and math
- Score ranges
- Percentiles (for juniors or sophomores)
- Selection index used by the National Merit Scholarship Corporation for initial entry into their scholarship competitions (sum of your scores in all three sections)
- Comprehensive question-by-question feedback
- Academic skills feedback
- Online access to questions and answer explanations
- Basic eligibility criteria and status for National Merit Scholarships
- Guidance information to help in college and career planning

Preparing for the PSAT/NMSQT

As in preparing for the SAT, the best way you can prepare for the PSAT/NMSQT is to take challenging academic courses, work hard in school, and read extensively. To become familiar with the questions that appear on the test:

- Review the SAT test-taking reminders and approaches on these pages.
- Read Chapter 2, “How to Do Your Best on the SAT.”
- Before the test, become familiar with the types of questions, with their directions, and with the practice questions, which are also covered in the *Official Student Guide to the PSAT/NMSQT*.

- Take the complete Practice Test included with your *Official Student Guide to the PSAT/NMSQT*.

Table 3.1 Number and Types of Questions with Time Allotted for Each Section of the PSAT/NMSQT

Section	No. of Questions	Time Allotted
Critical Reading (multiple-choice questions)		
Sentence completion	13	
Passage-based reading	35	
<i>Total critical reading questions</i>	<i>48</i>	<i>50 minutes (two 25-minute test sections)</i>
Writing (multiple-choice questions)		
Identifying sentence errors	14	
Improving sentences	20	
Improving paragraphs	5	
<i>Total writing questions</i>	<i>39</i>	<i>30 minutes (one test section)</i>
Mathematics		
Multiple choice	28	
Student-produced response (grid-ins)	10	
<i>Total mathematics questions</i>	<i>38</i>	<i>50 minutes (two 25-minute test sections)</i>

Pointers for the PSAT/NMSQT

1. Know the directions for each type of question.
2. Expect easy questions at the start of each group of questions (except in passage-based reading in the critical reading section and improving paragraphs in the writing skills section).
3. Answer as many easy questions as you can because all questions are worth the same number of points.
4. Read all the answer choices for multiple-choice questions.
5. Make sure you understand what the question is asking.
6. Do scratchwork in the test booklet.
7. Work steadily.

8. Understand the concept of educated guessing—that is, if you cannot find the correct answer, eliminate the choice or choices that you know are wrong and make an educated guess from the remaining answers.
9. Bring a calculator that you are comfortable using.
10. Practice and have a thorough understanding of how to complete math student-produced response questions.
11. Relax.

Preparing for the Critical Reading and Mathematics Sections

The four kinds of critical reading and math questions on the PSAT/NMSQT are the same as on the SAT. Here's what you'll need to do to prepare:

- Review the critical reading and math chapters in this book.
- Go through the math review chapters carefully (see Chapters 15 to 18). If it is close to exam time, concentrate on the math skills and concepts that you've studied but may need to review. If you have time before the test, start learning some of the unfamiliar skills and concepts.
- Practice applying the approaches and reminders on the sample tests.

Preparing for the Writing Section

The writing skills section of the PSAT/NMSQT includes the three types of grammar and usage multiple-choice questions that appear on the SAT writing section:

- Identifying sentence errors
- Improving sentences
- Improving paragraphs

The writing section includes 39 questions on grammar and usage, and it assesses your ability to use language in a clear, consistent manner and to improve your writing by revising and editing what you've written.

Test questions do not ask you to define or use grammatical terms and do not test spelling or capitalization.

Here are some ideas on how to approach the writing skills section of the test:

- If you cannot find the correct answer, eliminate the choice or choices that you know are wrong and make an educated guess from the remaining answers.
- Review the writing multiple-choice chapters in this book (Chapters 8 and 10 to 13).
- Try to answer the sample writing questions in this book and study the explanations for each sample.

Important Review in September

When the *Official Student Guide to the PSAT/NMSQT* arrives at your school in September (ask your counselor for it), review the explanation sections and then take the full-length practice test. If any questions pose problems for you, use this book again to review those question types to improve your understanding. And, of course, work in class and with your teachers to hone your academic skills daily.

PART II

The Critical
Reading Section

CHAPTER 4

About the Critical Reading Section

When you get to the critical reading section, you'll find two types of multiple-choice questions:

- *Sentence completion.* There are 19 multiple-choice questions that test your vocabulary and your ability to understand fairly complex sentences.
- *Passage-based reading.* There are 48 questions that are based on passages that range from 100 to 850 words. The content of the passages is drawn from the humanities, literary fiction, social studies, and natural sciences.

Critical reading skills are fundamental building blocks of academic success. The two types of critical reading questions test how well you understand the written word. Your ability to read carefully and to think about what you read is essential to your success in college. In college, you will have to learn a great deal on your own from your assigned reading, even in courses that are not language arts, such as mathematics and science. Building your vocabulary is a valuable life skill. Having a large and varied vocabulary can help you better express yourself. The best way to improve your vocabulary is by reading.

Approaches to the Critical Reading Section

- *Work on sentence completion questions first.* About one-third of the critical reading questions are sentence completions. Work on these first in any section that includes both types of critical reading questions. The sentence completion questions take less time to finish than the passage-based reading questions. But remember to save enough time to read the passages.



Keep in Mind

Answer the sentence completion questions you're comfortable with before moving on to the passage-based reading questions.

- *Mark your test booklet.* As you work on one of the critical reading test sections, you may want to use the following three-step approach:
 1. Begin with the first set of sentence completions. Answer as many questions as you can. In your test booklet, mark each question you don't answer so that you can easily go back to it.
 2. After moving through the first set, go back and take a quick glance at the questions you marked. Answer the ones you can without spending a lot of time on any one question.
 3. Then move on to the passage-based reading questions.
- *Remember that the difficulty of sentence completion questions increases as you move through a question set.* When these questions become difficult to answer, give the rest of them a quick read before you skip ahead to the passage-based reading questions. All sentence completion questions are based in part on your knowledge of vocabulary. It doesn't take long to read these questions, and you may pick up a correct answer or two. You may see a word that you know that might improve your chances of answering the question correctly.



Keep in Mind

Keep track of the questions you want to go back to and read again by marking the questions in your test booklet. When skipping questions, though, be sure to keep track of your place on the answer sheet.

- *Use the process of elimination.* If you have time to go back to some of the difficult questions that you skipped, try eliminating choices you know are wrong. (This is a good approach for the entire test.) Sometimes you can get to the correct answer that way. If not, eliminating choices will at least allow you to make educated guesses.
- *Consider related words, familiar sayings and phrases, roots, prefixes, and suffixes.* If you don't know what a word means right away, stop for a moment. Have you ever heard or seen a word that may be related to it?

You can get help from common sayings and phrases. If you don't know a word but are familiar with a phrase that uses it, you might be able to figure out the word. For instance, you may not immediately remember what the words *ovation* and *annul* mean. But you probably would recognize them in the phrases "a standing ovation" and "annul a marriage." If you can recall a phrase or saying in which a word is used, you may be able to figure out what it means in another context.

CHAPTER 5

Sentence Completion

Having a broad vocabulary always comes in handy, especially when you're doing parts of the SAT such as the sentence completion questions. Having the ability to understand the logic of complex sentences is also helpful in this section of the SAT. In addition, several approaches can help you work through even the toughest questions.

The following box provides the directions that will appear on the test. The directions include a sample question.



Keep in Mind

Be familiar with the test directions before test day.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
- (B) end . . divisive
- (C) overcome . . unattractive
- (D) extend . . satisfactory
- (E) resolve . . acceptable

(A) (B) (C) (D) ●

Types of Questions

The SAT has two different types of sentence completion questions: vocabulary-in-context and logic-based. Following are some examples of each type of question.

Vocabulary-in-Context Questions

To answer this type of question, you need to know how the words are used in the context of the sentence. If you know the definitions of the words involved, you have a better chance of selecting the correct answer.

There are both one-blank and two-blank vocabulary-in-context questions.

EXAMPLE 1

Ravens appear to behave -----, actively helping one another to find food.

- (A) mysteriously
- (B) warily
- (C) aggressively
- (D) cooperatively
- (E) defensively

Answer: The correct answer is (D).

Explanation: This sentence asks you to look for a word that describes how the ravens behave. The information after the comma **restates and defines the meaning of the missing word.** You are told that the ravens “actively help one another.” Only one word among the choices accurately describes this behavior: *cooperatively*.

EXAMPLE 2

Both ----- and -----, Wilson seldom spoke and never spent money.

- (A) vociferous . . generous
- (B) garrulous . . stingy
- (C) effusive . . frugal
- (D) taciturn . . miserly
- (E) reticent . . munificent

Answer: The correct answer is (D).

Explanation: In this sentence, you are looking for two words that describe Wilson. One of the words has to mean that he “seldom spoke” and the other that he “never spent money.” The correct answer is “taciturn . . miserly.” *Taciturn* means “shy, unwilling to talk.” *Miserly* means “like a miser, extremely stingy.”

Logic-Based Questions

The following questions require you to know the meanings of the words, know how the words are used in context, and understand the **logic** of a rather complicated sentence.

EXAMPLE 1

After observing several vicious territorial fights, Jane Goodall had to revise her earlier opinion that these particular primates were always ----- animals.

- (A) ignorant
- (B) inquisitive
- (C) responsive
- (D) cruel
- (E) peaceful

Answer: The correct answer is (E).

Explanation: To answer this question, you have to follow the logical flow of the ideas in the sentence. A few key words reveal that logic. First, the introductory word “After” tells you that the information at the beginning of the sentence is going to affect what comes later. The word *after* also gives an order to the events in the sentence.

Second, the word *revise* tells you that something is going to change. It is going to change *after* the events described at the beginning of the sentence. So the events at the beginning really cause the change.

Finally, the end of the sentence—“her earlier opinion that these particular primates were always ----- animals”—tells you what is changing. The word filling the blank should convey a meaning you would have to *revise* after seeing the animals fight. *Peaceful* is the only such word among the five choices.

EXAMPLE 2

Although its publicity has been -----, the film itself is intelligent, well-acted, handsomely produced, and altogether -----.

- (A) tasteless . . respectable
- (B) extensive . . moderate
- (C) sophisticated . . amateur
- (D) risqué . . crude
- (E) perfect . . spectacular

Answer: The correct answer is (A).

Explanation: The first thing to notice about this sentence is that it has two parts or clauses. The first clause begins with “Although,” the second clause begins with “the film.”

The logic of the sentence is determined by the way the two clauses relate to each other. The two parts have contrasting or conflicting meanings. Why? Because one of the clauses begins with “Although.” The word *although* is used to introduce an idea that conflicts with something else in the sentence: *Although* something is true, something else that you would expect to be true is not.

The answer is “tasteless . . respectable.” You would not expect a film with “tasteless publicity” to be “altogether respectable.” But the introductory word *although* tells you that you should expect the unexpected.

Approaches to the Sentence Completion Questions

- ▶ Start out by reading the entire sentence, saying blank for the blank(s). This gives you an overall sense of the meaning of the sentence and helps you figure out how the parts of the sentence relate to each other.
- ▶ Always begin by trying to determine the standard dictionary definitions of the words in the sentence and the answers. To answer sentence completion questions, you usually don't have to know a nonstandard meaning of a word.
- ▶ Keep in mind that introductory and transitional words are extremely important. They can be the key to figuring out the logic of a sentence. They tell you how the parts of the sentence relate to each other. For example, look at the following common introductory and transitional words:

- but
- although
- however
- yet
- even though

These words indicate that the two parts of the sentence will contradict or be in contrast with each other. There are many other introductory and transitional words that you should watch for when working on sentence completion questions. Always read the sentences carefully, and don't ignore any of the details.

- ▶ Be aware that some of the most difficult sentence completion questions contain negatives, which can make it hard to follow the logic of the sentences. Negatives in two clauses of a sentence can be even more of a challenge, as in this example:

According to Burgess, a novelist *should not* preach, for sermonizing *has no place* in good fiction.

A negative appears in each clause of this sentence. The transitional word *for* indicates that the second part of the sentence will explain the first.

- ▶ Figure out what sort of word(s) should fill the blank(s) before looking at the choices; then look for a choice that is similar to the one(s) you thought of. For many one-blank questions, especially the easier ones, you'll find the word you thought of among the choices. Other times, a close synonym for your word will be one of the choices.

For example, try answering the following sentence completion question without looking at the choices:

Once Murphy left home for good, he wrote no letters to his worried mother; he did not, therefore, live up to her picture of him as her ----- son.

The transitional word *therefore* indicates that the information in the *second* part of the sentence is a direct, logical result of the information in the *first* part. What words might fit in the blank?

The second part of the sentence includes a negative (“he did not . . . live up to her picture . . .”), so the blank must be a *positive* term. Words like *perfect*, *sweet*, *respectful*, *devoted*—all could fit in the blank. Now, look at the actual choices:

- (A) misunderstood
- (B) elusive
- (C) destructive
- (D) persuasive
- (E) dutiful

Choice (E) *dutiful* is the only choice that is even close to the ones suggested. Therefore, (E) is the correct answer.

You can also try this **technique** with two-blank questions. You are less likely to come up with as close a word match, but it will **help you get a feel** for the meaning and logic of the sentence.

► With two-blank questions, try **eliminating some answers based on just one blank**. If one word in an answer doesn’t make sense in the sentence, then you can reject the entire choice. For example, try approaching two-blank questions like this:

- Work with *one* of the blanks alone. Eliminate any choices in which the word doesn’t make sense.
- Work on the *other* blank alone. Eliminate any choices in which that word doesn’t make sense. If only one choice is left, that is the correct answer. If more than one choice remains, go to the next step.
- Work on *both* blanks together only for the remaining choices.
- Always read the complete sentence *with both words in place* to make sure your choice makes sense.

Example 2 of the logic-based questions shows how this approach works. Here it is again:

Although its publicity has been -----, the film itself is intelligent, well-acted, handsomely produced, and altogether -----.

- (A) tasteless . . . respectable
- (B) extensive . . . moderate
- (C) sophisticated . . . amateur
- (D) risqué . . . crude
- (E) perfect . . . spectacular

As you can see, the first blank is not tightly controlled by the words immediately around it. The first word depends on the word in the second blank. So start with the second blank.

The second blank is part of a list that includes “intelligent, well-acted, handsomely produced, and altogether _____.” The word *and* indicates that the last word in the list (i.e., the blank) should be a *positive* word, in general agreement with the others. With that in mind, examine the second words in the following answer choices:

- intelligent, well-acted . . . and altogether *amateur*
- intelligent, well-acted . . . and altogether *crude*
- intelligent, well-acted . . . and altogether *amateur*
- intelligent, well-acted . . . and altogether *crude*
- intelligent, well-acted . . . and altogether *amateur*

Amateur and *crude* are definitely not complimentary. No matter what the rest of the sentence says, neither of these words makes sense in the second blank. So you can eliminate the answers that contain *amateur* and *crude*.

With two choices eliminated, the question becomes much easier to deal with.

原则
选择最佳

▶ Remember that the instructions for all the sentence completion questions ask you to choose the best answer. One choice may seem to make sense, but it still might not be the *best* of the five choices. Unless you read all the choices, you may select only the *second best* and thus answer incorrectly.

完成后要通读

▶ Check your choice by reading the entire sentence with the answer you have selected in place to make sure the sentence makes sense. This step is extremely important, especially if you have eliminated choices while working through the question. For example, choice (A) in Example 2 is correct because the words *respectable* and *tasteless* contrast with each other. Such a contrast is logically consistent because of the *although* construction of the sentence.

Sample Questions

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
- (B) end . . divisive
- (C) overcome . . unattractive
- (D) extend . . satisfactory
- (E) resolve . . acceptable

(A) (B) (C) (D) ●

-
1. A judgment made before all the facts are known must be called -----.
 - (A) harsh
 - (B) deliberate
 - (C) sensible
 - (D) premature
 - (E) fair
2. Despite their ----- proportions, the murals of Diego Rivera give his Mexican compatriots the sense that their history is ----- and human in scale, not remote and larger than life.
 - (A) monumental . . accessible
 - (B) focused . . prolonged
 - (C) vast . . ancient
 - (D) realistic . . extraneous
 - (E) narrow . . overwhelming
3. The research is so ----- that it leaves no part of the issue unexamined.
 - (A) comprehensive
 - (B) rewarding
 - (C) sporadic
 - (D) economical
 - (E) problematic
4. A dictatorship ----- its citizens to be docile and finds it expedient to make outcasts of those who do not -----.
 - (A) forces . . rebel
 - (B) expects . . disobey
 - (C) requires . . conform
 - (D) allows . . withdraw
 - (E) forbids . . agree
5. Alice Walker's prize-winning novel exemplifies the strength of first-person narratives; the protagonist tells her own story so effectively that any additional commentary would be -----.
 - (A) subjective
 - (B) eloquent
 - (C) superfluous
 - (D) incontrovertible
 - (E) impervious

6. The Supreme Court's reversal of its previous ruling on the issue of states' rights ----- its reputation for -----.

两空一致

- (A) sustained . . infallibility
- (B) compromised . . consistency
- (C) bolstered . . doggedness
- (D) aggravated . . inflexibility
- (E) dispelled . . vacillation

Answers and Explanations

1. A judgment made before all the facts are known must be called -----.

- (A) harsh 粗糙的
- (B) deliberate
- (C) sensible
- (D) premature 比预期时间早的 仓促的 不成熟的
- (E) fair

Answer: The correct answer is (D).

Explanation: Getting the correct answer to this question depends almost entirely on knowing the definitions of the five words you must choose from. Which of the choices describes a judgment made before “all the facts are known”? Such a judgment, by definition, is not “deliberate,” and the sentence doesn’t tell us whether the judgment was “harsh” or lenient, “sensible” or silly, “fair” or unfair. *Premature* means **hasty or early**; therefore, it fits the blank perfectly.

This is the kind of one-blank vocabulary question for which you might be able to **predict the answer** based on the information given in the sentence. You might have thought of other words that could have completed the sentence satisfactorily—for instance, *rash*, *hasty*, or *risky*—but none of them nor any synonyms for them appear among the choices. When you see the choices, you should recognize that *premature* has connotations similar to the words you thought of.

含义, 言外之意



Keep in Mind

Know your vocabulary. Think carefully about the meanings of the words in the answer choices.

2. Despite their ----- proportions, the murals of Diego Rivera give his Mexican compatriots the sense that their history is ----- and human in scale, not remote and larger than life.

有英雄色彩的
超群的

- (A) monumental . . . accessible
- (B) focused . . . prolonged
- (C) vast . . . ancient
- (D) realistic . . . extraneous
- (E) narrow . . . overwhelming

壁画

按比例?

是。。。而不是。。。
空格和human in scale 同义
和remote and larger than life 反义

Answer: The correct answer is (A).

Explanation: The keys to this sentence are the word “Despite,” the words “human in scale,” and the words “not remote and larger than life.” The word filling the first blank has to be one that would relate closely to something that seems “larger than life,” as (A) *monumental* does, but so does (C) *vast*. The word filling the second blank has to fit with “human in scale,” which (A) *accessible* does. If you focus on only one of the two blanks, you will be able to eliminate several choices before you even think about the other blank, as in this case, where it is possible to eliminate answers (B), (D), and (E) almost immediately.



Keep in Mind

Watch for key introductory and transitional words that determine how the parts of the sentence relate. Then try answering two-blank questions one blank at a time. If you can eliminate one word in a choice, the entire choice can be ruled out.

3. The research is so ----- that it leaves no part of the issue unexamined.
- (A) comprehensive
 - (B) rewarding
 - (C) sporadic
 - (D) economical
 - (E) problematic



Keep in Mind

Think about the logic of the sentence without looking at the choices. Then look for the choice that has a similar meaning to the words you thought of.

Answer: The correct answer is (A).

Explanation: Try filling in the blank without reading the answer choices. What kind of words would fit? Words like *complete*, *thorough*, or *extensive* could all fit. Now look at the answer choices. Choice (A) *comprehensive* is very similar to the words suggested, and none of the other choices fit at all.

If no possible answer occurs to you before you look at the choices, try to relate each choice to the details of the sentence. In this case you are looking for a word that would match the detail “it leaves no part of the issue unexamined.”

4. A dictatorship ----- its citizens to be docile and finds it expedient to make outcasts of those who do not -----.
- (A) forces . . rebel 反抗
 - (B) expects . . disobey
 - (C) requires . . conform
 - (D) allows . . withdraw 撤回, 撤回
 - (E) forbids . . agree 禁止
- 专政 听话的, 温顺的 有利的 被抛弃的人, 被某一社会或制度驱逐的人



Keep in Mind

Think carefully about the standard dictionary definitions of the important words in the sentence. Small words such as *not* can make a big difference. When you choose your answer, read the entire sentence with the blank(s) filled in to be sure that it makes sense.

Answer: The correct answer is (C).

Explanation: Answering this question depends in part on your knowledge of vocabulary. You have to know what the words *dictatorship*, *docile*, and *expedient* mean. You also have to watch out for key words such as *not*.

The first word in each of the five choices is an action a dictatorship might take, so you are more likely to find the correct answer by first examining the second word. Recognizing that the second word refers to what happens to “outcasts,” and observing the crucial word *not*, you can eliminate *rebel* and *disobey*. That leaves *conform*, *withdraw*, and *agree* as behaviors a dictatorship might want to see displayed in its people.

Conformity and *agreement* are certainly qualities a dictator would want in the people. The tendency to *withdraw* is less likely, because people who are out of sight might also be out of the dictator’s control; also, it is illogical to make outcasts of everyone who does not *withdraw*. So choice (D) can be eliminated. If a dictator wants the people to *conform*, requiring them to be docile would help, so choice (C) looks good. In choice (E), if the dictator is going to cast out those who do not *agree*,

which is a very possible political reality, the first part of the sentence is illogical: dictatorships do not forbid people to be docile (gentle). Choice (C) is clearly the most logical and meaningful of the set.

5. Alice Walker's prize-winning novel exemplifies the strength of first-person narratives; the protagonist tells her own story so effectively that any additional commentary would be -----.
- (A) subjective
 - (B) eloquent
 - (C) superfluous
 - (D) incontrovertible
 - (E) impervious

Answer: The correct answer is (C).

Explanation: Words like *prize-winning*, *strength*, and *effectively* tell you that the writer thinks Alice Walker's novel is well written. Therefore, would "additional commentary" be necessary or unnecessary? Once you've figured out that it is unnecessary, you can look for an answer with a similar meaning, which is choice (C) *superfluous*. That way, you may be able to answer the question more quickly because you won't have to plug in each choice one by one to see if it makes any sense.

This is another single-blank vocabulary question that is best approached by trying to supply a satisfactory completion before you read the answer choices.



Keep in Mind

Think about the meaning of the sentence before you look at the choices. Get a sense of what you're looking for before you start looking.

6. The Supreme Court's ^{法律撤销, 废弃} reversal of its previous ruling on the issue of states' rights ----- its reputation for -----.
- (A) sustained . . infallibility
 - (B) compromised . . consistency
 - (C) bolstered . . doggedness
 - (D) aggravated . . inflexibility
 - (E) dispelled . . vacillation
- ^{踌躇, 动摇, 优柔寡断}

Answer: The correct answer is (B).

Explanation: Getting the correct answer to this question depends mainly on your knowledge of the meanings of the word choices. You have to know the definitions of the words before you can try the choices one by one to arrive at the correct pair.

You also need to think about the central idea in the sentence: the Court's "reversal" does what to its "reputation" for what? The logic is complicated, and the vocabulary in the choices is difficult. You have to think for a moment about the attitude the sentence is probably trying to communicate. Most people would agree that the Supreme Court members think long and hard before they make a ruling. Reversing one of those rulings is probably an unusual and undesirable event. In each choice, the second word suggests a "reputation" the Court might have. Which of those

 **Keep in Mind**

When you read the sentence to yourself, substitute the word *blank* for each blank. Try to figure out what the sentence is saying before you start plugging in the choices.

words most probably names a reputation we most usually expect of the Supreme Court?

- *Infallibility* in choice (A) and *consistency* in choice (B)—perhaps.
- *Doggedness* in choice (C) is less likely: it suggests *persistence* more than *correctness*.
- *Inflexibility* in choice (D) implies an unwillingness to keep an open mind, which is not a quality we would admire at our highest levels of justice.
- And *vacillation*, in choice (E), is something we do not want to see in the Court at all.

Look more closely at (A) and (B). If we choose (A), the sentence says that the reversal of the previous ruling *sustained* the Court's reputation for *infallibility*. That is contradictory, so it cannot be the right answer. If we choose (B), the sentence means that the reversal of its ruling *compromised* (or imperilled or jeopardized) one of its most valued qualities, its *consistency*. That sounds like a meaningful sentence, and it is in fact the correct answer.

Recap

扼要重述

1. Be familiar with the directions before test day.
2. Answer as many easy questions as you can before spending time on the harder ones.
3. Read the sentence, substituting the word *blank* for each blank, to give you an overall sense of the meaning of the sentence.
4. Always begin by trying to determine the *standard* dictionary definitions of the key words in the sentence and the answer choices.
5. Know your vocabulary: think carefully about the meanings of the words in the answer choices.
6. Watch for key *introductory* and *transitional* words (e.g., *but*, *although*, *however*, *yet*, *even though*). These determine how the parts of the sentence relate. Also watch carefully for negatives.
7. Think about the logic of the sentence without looking at the choices. Try figuring out words to fill in the blank or blanks without looking at the answer choices. Then look for the choice that is similar to the one you thought of.
8. Try answering two-blank questions one blank at a time. If you can eliminate one word in an answer, the entire choice can be eliminated.
9. Always check all the answer choices before making a final decision. A choice may seem okay, but it may still not be the best answer. Make sure that the answer you select is the *best* choice.
10. Check your answer to make sure it makes sense by reading the entire sentence with your choice in place.
11. Eliminate answers that you know are wrong, and make an educated guess from those remaining.

Practice Questions

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
- (B) end . . divisive
- (C) overcome . . unattractive
- (D) extend . . satisfactory
- (E) resolve . . acceptable

(A) (B) (C) (D) ●

-
1. In many cases, the formerly ----- origins of diseases have now been identified through modern scientific techniques.
 - (A) insightful
 - (B) mysterious
 - (C) cruel
 - (D) notable
 - (E) useful

 2. Freeing embedded fossils from rock has become less ----- for paleontologists, who now have tiny vibrating drills capable of working with great speed and delicacy.
 - (A) exploratory
 - (B) conclusive
 - (C) tedious
 - (D) respected
 - (E) demeaning

 3. Many people find Stanley Jordan's music not only entertaining but also -----; listening to it helps them to relax and to ----- the tensions they feel at the end of a trying day.
 - (A) soothing . . heighten
 - (B) therapeutic . . alleviate
 - (C) sweet . . underscore
 - (D) exhausting . . relieve
 - (E) interesting . . activate

 4. Marine biologist Sylvia Earle makes a career of expanding the limits of deep-sea mobility, making hitherto-impossible tasks ----- through the new technology designed by her company.
 - (A) famous
 - (B) feasible
 - (C) fantastic
 - (D) controversial
 - (E) captivating

5. Two anomalies regarding her character are apparent: she is unfailingly ----- yet bursting with ambition, and she is truly ----- but unable to evoke reciprocal warmth in those with whom she works.
- (A) aspiring . . generous
 - (B) mercenary . . impartial
 - (C) impulsive . . resolute
 - (D) persistent . . reserved
 - (E) humble . . compassionate
6. In many parts of East Africa at that time, wild animals were so ----- that it was almost impossible for a photographer to approach close enough to film them.
- (A) rare
 - (B) large
 - (C) wary
 - (D) numerous
 - (E) unsightly
7. The unflattering reviews that his latest recording received were ----- by his fans, who believe that everything he performs is a triumph of artistic -----.
- (A) dismissed . . creativity
 - (B) hailed . . responsibility
 - (C) suppressed . . self-promotion
 - (D) accepted . . genius
 - (E) regretted . . pretension
8. The board members, accustomed to the luxury of being chauffeured to corporate meetings in company limousines, were predictably ----- when they learned that this service had been -----.
- (A) satisfied . . annulled
 - (B) stymied . . extended
 - (C) displeased . . upheld
 - (D) disgruntled . . suspended
 - (E) concerned . . provided
9. Misrepresentative graphs and drawings ----- the real data and encourage readers to accept ----- arguments.
- (A) obscure . . legitimate
 - (B) distort . . spurious
 - (C) illustrate . . controversial
 - (D) complement . . unresolved
 - (E) replace . . esteemed
10. Conservative historians who represent a traditional account as ----- because of its age may be guilty of taking on trust what they should have ----- in a conscientious fashion.
- (A) ancient . . established
 - (B) false . . reiterated
 - (C) mythical . . fabricated
 - (D) accurate . . examined
 - (E) suspicious . . challenged

11. The art of Milet Andrejevic often presents us with an idyllic vision that is subtly ----- by more sinister elements, as if suggesting the ----- beauty of our surroundings.
- (A) enhanced . . pristine
 - (B) invaded . . flawed
 - (C) altered . . unmarred
 - (D) redeemed . . hallowed
 - (E) devastated . . bland
12. State commissioner Ming Hsu expected that her Commission on International Trade would not merely ----- the future effects of foreign competition on local businesses but would also offer practical strategies for successfully resisting such competition.
- (A) counteract
 - (B) intensify
 - (C) imagine
 - (D) forecast
 - (E) excuse
13. Since many teachers today draw on material from a variety of sources, disciplines, and ideologies for their lessons, their approach could best be called -----.
- (A) eclectic
 - (B) simplistic
 - (C) invidious
 - (D) impromptu
 - (E) dogmatic
14. Unprecedented turmoil in the usually thriving nation has made the formerly ----- investors leery of any further involvement.
- (A) pessimistic
 - (B) cautious
 - (C) clandestine
 - (D) reticent
 - (E) sanguine
15. Despite its apparent -----, much of early Greek philosophical thought was actually marked by a kind of unconscious dogmatism that led to ----- assertions.
- (A) liberality . . doctrinaire
 - (B) independence . . autonomous
 - (C) intransigence . . authoritative
 - (D) fundamentalism . . arrogant
 - (E) legitimacy . . ambiguous

Answer Key

1. B
2. C
3. B
4. B
5. E
6. C
7. A
8. D
9. B
10. D
11. B
12. D
13. A
14. E
15. A



Additional practice questions can be found in *The Official SAT Online Course* at www.collegeboard.com/satonlinecourse.

CHAPTER 6

Passage-based Reading

When you answer passage-based reading questions, how carefully you read and how well you understand the information in a passage are more important than how much you know about the subject. Like much of the reading you'll be doing in college, the passages will present important issues, ideas, or events to think about.

Types of Passages

Here's what to expect from the passages.

- The passages are about 100 to 850 words long.
- Some selections are from a single source, and others consist of a pair of related passages on a shared issue or theme. For each pair, one of the passages supports, opposes, or complements the other's point of view.
- The passages cover subjects in the humanities, social studies, natural sciences, and literary fiction.
- The passages vary in style and tone. They include narrative, persuasive, expository, and/or literary elements.
- A set of questions follows each passage or pair of related passages.

Approaches to Reading the Passages

► *Mark the passages or make short notes.* Be careful that you don't mark too much. The idea of marking the passage is to help you find information quickly. Nothing will stand out if you underline or mark most of the passage.

Some students scribble a short note in the margin—a few words at most—that summarizes what a paragraph or key sentence is about. But don't spend more

**Keep in Mind**

All passages have numbered lines. When a question refers to a particular line or lines in the passage, it may be helpful to go back and read the matching line(s) before answering the question.

time marking the passage than you will save. The idea is to answer the questions, not just mark your test booklet.

- ▶ *Use your knowledge and experience carefully.* No matter what you know or what you believe, you cannot change what the writer has said or suggested. You must distinguish between what you think the writer *should* have said or what you would *like* the writer to believe and what the writer's words *actually* say or imply.
- ▶ *Read actively.* You may find that asking yourself questions about the passage will help you stay more engaged and absorb more information. Here are some questions you can ask yourself: Is the passage a factual account of an event? What is the purpose of the passage? Is the writer trying to inform you, amuse you, or influence you?
- ▶ *If you are having a hard time with a passage, read the questions before you finish the passage.* This will give you a sense of what to look for. Looking at the questions first, though, might be a waste of time if you don't know what the passage is about. You may want to try both methods when working through practice questions.

Types of Questions

Three types of questions may be asked about a passage: extended reasoning, vocabulary-in-context, and literal comprehension. You will also be asked questions involving paired long passages and paired paragraphs.

Extended Reasoning Questions

Extended reasoning questions ask you to draw conclusions from or evaluate the information in the passage. The answers to these questions will not be directly stated in the passage but can be inferred from it. Extended reasoning questions also ask about the overall theme or meaning of the passage and about the purpose, attitude, or tone of the writer. Extended reasoning questions often include words or phrases like:

- probably
- apparently
- seems
- suggests
- it can be inferred
- the author implies

For these types of questions, you need to be an especially careful reader if you want to understand the information in a passage and figure out what the writer is saying. You should be able to *follow the logic* of the passage and to recognize points that would strengthen or weaken the writer's argument.

Extended reasoning questions require you to do some or all of the following:

- Determine the main idea of a passage or the author's primary purpose in writing the passage.
- Interpret a specific part of a passage, such as a particular word, image, phrase, example, or quotation. Infer what purpose it serves rather than what it means.
- Figure out what the information presented in the passage suggests, what can be inferred about the author's views, or how the author of one passage would be likely to react to or evaluate an idea expressed in a related passage.
- Determine what the author's tone or attitude is in a specific section of the passage or in the passage as a whole.
- Understand a specific idea or relationship in a passage by identifying a parallel or analogous idea.

FACTS, ASSUMPTIONS, AND INFERENCES

To answer extended reasoning questions correctly, it helps to know the difference between facts, assumptions, and inferences.

Facts: Statements known to be true and that can be shown to be true are called *facts*. Here are some examples.

- There are 31 days in July.
- It is against the law to drive over the speed limit.

Assumptions: These are suppositions or propositions that writers make to reach their conclusions.

Sometimes, the assumptions that writers make may not be stated within the passage. To read critically, you must be able to recognize these unstated assumptions. These assumptions may be accurate or inaccurate—at least from your point of view. For example, think about some of the underlying assumptions in the following three statements.

1. "The principal has promised a big victory dance after the championship game next week." Two possible assumptions here are:
 - The principal hopes the team will win the championship game.
 - The principal is looking for a way to reward the whole school for the team's success.
2. "Let's have a picnic tomorrow." Two possible assumptions here are:
 - The speaker would like to spend time with the person he or she is talking to.
 - Picnics are fun.

3. “Reducing the workforce will increase the profits.” Two possible assumptions here are:
- Profits are more important than people.
 - A connection exists between the number of employees and the amount of profit each employee produces.

Inferences: These are conclusions you reach based on what has been said in a passage.

To infer is to arrive at a conclusion through reasoning. In the paragraph that follows, all the examples are taken from the author’s own life. Phrases such as “I’ve counted . . . my mailbox,” “promised me prizes,” and “I wrote this con artist” show that the author’s opinions are based on *personal experience*.

The problem of junk mail has grown to epidemic proportions. I’ve counted no fewer than 616 pieces of junk mail in my mailbox in a given month! Not only is the sheer magnitude appalling, but the antics of these “post office pirates” are equally disturbing. For example, one enterprising salesman promised me prizes ranging from a car to a transistor radio if I would drive 200 miles to look at a piece of property. I wrote this con artist and told him I’d come if he paid for the gas, but I never heard from him.

LOGIC, STYLE, AND TONE

Many extended reasoning questions will ask you about the way the author develops and presents the ideas in the passage. Some questions will ask you to consider the *tone* or *attitude* of the author. They may also ask you to think about how a reader may react.

In well-written material, the writer uses both *style* and *tone* to express what he or she has to say and to try to influence the reader. Recognizing the author’s purpose—whether it is to tell an exciting story, to express enjoyment, or to start a revolution—is an important part of reading.

Vocabulary-in-Context Questions

Some passage-based reading questions ask about the meaning of a word as it is used in the passage. Even if you don’t know the word, you can sometimes figure it out from the passage and the answer choices. The *context*—that is, the particular situation in which the word is used, including information given in neighboring sentences—helps determine its meaning.

For example, you are likely to know that the word *smart* has several meanings. It can mean “intelligent,” “stylish,” and “sassy.” In the sentence “We knew his smart mouth would get him into a lot of trouble some day,” the *context* tells us that we are not talking about intelligence or fashion sense. Chances are, neither of those will get someone into a lot of trouble. The context, or the association between the words *smart* and *trouble*, tells us that the meaning intended here is “sassy.”

Usually you can work out the answer to a vocabulary-in-context question just by reading the sentence in which it is included. But sometimes you may also have to read the sentence that comes before or after it. When a word has several meanings, a vocabulary-in-context question won't necessarily use the most common meaning.

When answering vocabulary-in-context questions, keep the following in mind:

- One word can have many meanings. The answer choices will often include several different meanings of the word.
- Questions asking for the meaning of a word or phrase refer to the meaning in the context in which the word or phrase is being used in the passage.
- It helps to go back to the passage and reread the surrounding text of the word that is used. Be sure to read enough of the context to thoroughly understand the meaning of the word.

Literal Comprehension Questions

For this type of question, you need to understand information that is directly presented in the passage. These questions measure a skill you'll be using a lot in college: how well you read to acquire information.

Here are some approaches to answering literal comprehension questions:

- Find the place in the passage where the detail is discussed. Reread enough of the text to find the answer. Even if you know something about the subject of the passage, remember to answer the question based on what is actually stated in the passage.
- Recognize different ways of stating the same fact or idea. Sometimes the description of the fact or idea in the *question* is different from the wording in the *passage*.
- Cross out incorrect responses as you eliminate them. Remember, you may write anywhere in your test booklet.
- Read questions carefully, looking for words such as *except*, *not*, and *only*, and for other words that describe exactly what you are asked to do with the information.
- Be sure you can support your answer by referring to words or phrases within the passage that support it.

Questions Involving Paired Passages and Paragraphs

At least one long and one paragraph reading selection will involve a pair of passages. The pair of passages will have a common theme or subject. One of the passages will oppose, support, or in some way relate to the other.

When a question asks you to compare two passages, don't try to remember everything from both passages. Instead, take one choice at a time. Review the

Table 6.1 Key Words and Phrases for Understanding the Questions

Understanding the following key words and phrases will help you understand what the questions are really asking.

When you see this . . .	Remember that . . .
“according to the author” “according to the passage”	You must answer the question in terms of the statements, assumptions, or inferences that the writer is making, even if you <i>disagree</i> with what the writer has said. The question is meant to see if you understand what the writer has written.
“best”	This is an important word in test questions because it usually asks you to find the <i>most suitable</i> or <i>most acceptable</i> of the answer choices. This means that even though you may find a response that <i>seems</i> to fit, you still need to look at the rest of the responses in order to be sure that you have selected the <i>best</i> one. Sometimes you may think none of the answers are particularly good, but you must pick the one that is <i>best</i> .
“chiefly”	This means “above the rest,” “mostly,” “mainly but not exclusively.” When you see <i>chiefly</i> , you will probably be looking for the <i>most central</i> element or <i>most important</i> explanation of something.
“except”	A question with <i>except</i> usually asks you to identify words or phrases that don’t belong with the other choices.
“(the author) implies” “(it can be) inferred” “(the author) suggests”	These terms ask you to come to a conclusion that is <i>suggested</i> by the information in the passage but <i>not directly stated</i> by the author. Make sure that your inference is indeed based on the material in the passage and not only on your own ideas or opinions.
“least”	Opposite of <i>most</i> .
“mainly”	Most important, or <i>chiefly</i> .
“most”	Frequently used as a qualifier, as in <i>most likely</i> , <i>most frequently</i> , <i>most reasonable</i> . A qualifier recognizes that there are exceptions to <i>most</i> situations and tries to allow for those exceptions.
“only”	<i>Only</i> means “just the one.” For example, “This is the <i>only</i> . . . for me.” It also can indicate a restriction, as in “You can go <i>only</i> after you wash the car.”
“primarily”	Most important, or <i>chiefly</i> .

relevant parts of each passage before you select your answer. Table 6.1 offers additional guidance.

Suppose a question asks you to identify something that is true in *both* passages. It is often easier to start by eliminating choices that are *not* true for one of the passages. Don't be fooled by a choice that is true for one passage but not for the other.

Approaches to Passage-based Reading Questions

- *Keep in mind that the answers come from the passage.* Every single answer to these questions can be found in or directly inferred from the passage. Read the passages carefully.
- *Remember, every word counts.* Be aware of words describing people, events, and things. If someone's face is described as "handsome" or "scarred," if an event is "surprising," or a word is "whispered" or "spoken with a smile," *pay attention*. Details like these are mentioned to give you an understanding of what the author wants you to feel or think.
- *Read the questions and answers carefully.* With most passage-based reading questions, you have to:
 1. think about what the question is asking
 2. look back at the passage for information that will help you with the question
 3. think again about how you can use the information to answer the question correctly
- *Don't forget that an answer choice can be both true and wrong.* The correct choice is the one that *best* answers the question, not *any* choice that makes a true statement. To keep from selecting a choice that is true but wrong, *carefully* read the passage, the questions, and the answer choices.
- *Make sure the reading passage supports your answer.* There should always be information and details in the passage that provide support for your answer. Look for specific words, phrases, and sentences that help to prove your choice is correct. Even with the inference, tone, and attitude questions—the ones in which you have to read between the lines—you can find evidence in the passage to support the correct choice.
- *Try eliminating choices.* Compare each choice to the passage and you'll find that some choices can be eliminated as definitely wrong. Then it should be easier to choose the correct answer from the remaining choices.
- *Double-check the other choices.* When you have made your choice, quickly read the other choices again to make sure there isn't a *better* answer.

- *Don't jump from passage to passage.* You will spend a lot of time reading some of the passages before you're ready to answer even one question. So take the time to answer as many questions as you can about each passage before you move on to another. Try these suggestions:
- Move around within a *set* of questions to find the ones you can answer quickly.
 - Stay with a passage until you are sure you have answered as many questions as you can. If you return to the passage later, you'll probably have to read it again.
 - Go back to any questions you skipped. When you've gone through all the questions about a passage, review any you left out or weren't sure of. Sometimes information you picked up while thinking about one question will help you answer another.

Sample Questions

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

Questions 1-2 are based on the following passage.

Art forgery is a peculiar curse. Reliant on camouflage and deception, on the rhetoric of the believable lie, it is an act both audacious and self-effacing. For the imitation
Line to succeed in fooling us, it must resemble one or more
 5 works that we have been led to believe are undoctored originals. Without something to mimic, the fake could not exist. And the forger of old masters' drawings, like the forger of twenty-dollar bills or United States' passports, must be skilled enough to fool eyes that by now
 10 are practiced at uncovering deceit.

1. The primary purpose of the passage is to
 - (A) describe the motivations of art forgers
 - (B) indicate the artistic merit of particular forgeries
 - (C) discuss the challenges facing art forgers
 - (D) catalogue the skills of a successful art forger
 - (E) illustrate the public's ignorance about art forgery

2. The author refers to art forgery as an act that is "self-effacing" (line 3) because it requires that the forger
 - (A) undergo an arduous apprenticeship
 - (B) work in the style of another artist
 - (C) forgo many opportunities for financial gain
 - (D) never take his or her work too seriously
 - (E) regard original artworks with reverence

Questions 3-4 are based on the following passage.

A cousin of the tenacious Asian longhorned beetle—which since its initial discovery in 1996 in New York City has caused tens of millions of dollars in damage annually
Line —the citrus longhorned beetle was discovered on a juniper
 5 bush in August 2001 in Tukwila, Washington. Exotic pests such as the longhorned beetle are a growing problem—an unintended side effect of human travel and commerce that can cause large-scale mayhem to local ecosystems. To stop the citrus beetle, healthy trees were destroyed
 10 even though there was no visible evidence of infestation, and normal environmental regulations were suspended so that a rapid response could be mounted.

3. Which best describes the function of the opening sentence (“A cousin . . . Washington”)?
- (A) It underscores how frequently pests are transferred from one geographical region to another.
 - (B) It suggests the potential harm the citrus longhorned beetle could cause in the United States.
 - (C) It illustrates how the Asian longhorned beetle was introduced into the United States.
 - (D) It describes how the citrus longhorned beetle was first discovered.
 - (E) It compares the destructiveness of the Asian longhorned beetle to that of the citrus beetle.
4. The passage suggests that the actions undertaken in lines 9-12 are best characterized as
- (A) tested and reliable
 - (B) deliberate and effective
 - (C) costly and unpopular
 - (D) preemptive and aggressive
 - (E) unprecedented and unfounded

Questions 5-8 are based on the following passages.

Passage 1

Today any accessible, fast-moving story written in unaffected prose is deemed to be “genre fiction”—at best an excellent “read” or a “page turner” but never literature
 Line with a capital L. Everything written in self-conscious,
 5 writerly prose, on the other hand, is now considered to be “literary fiction”—not necessarily *good* literary fiction, mind you, but always worthier of respectful attention than even the best-written thriller or romance. It is these works that receive full-page critiques, often one in the Sunday
 10 book-review section and another in the same newspaper during the week. It is these works, and these works only, that make the annual short lists of award committees.

Passage 2

One reason why most literary novels don’t appeal to the ordinary reader looking for a “good story” is that
 15 they aren’t intended to. Just as nuclear physicists strive to impress other nuclear physicists and dog breeders value the admiration of fellow dog breeders over that of the uninitiated masses, so people who write serious fiction seek the high opinion of other literary novelists, of creative
 20 writing teachers, and of reviewers and critics. They want very badly to be “literary,” and for many of them this means avoiding techniques associated with commercial and genre fiction—specifically too much emphasis on plot. Who, after all, wants to be accused of writing “action
 25 movies in book form”?

5. The author of Passage 1 implies that “literature with a capital L” (lines 3-4) is fiction that is
- (A) considered classic by scholars of English literature
 - (B) written in a mannered and pretentious style
 - (C) unafraid to address highbrow themes and weighty issues
 - (D) successful both critically and financially
 - (E) unfairly ignored by the book-buying public

6. The author of Passage 2 suggests that authors who write “self-conscious, writerly prose” (lines 4-5, Passage 1) are
- (A) unlikely ever to produce great work
 - (B) trying to improve their chances of popular success
 - (C) more talented than writers of mainstream fiction
 - (D) seeking the approval of like-minded writers
 - (E) not capable of depicting a realistic fictional world
7. In the two passages, quotation marks are primarily used to
- (A) call attention to some common ways of categorizing fiction
 - (B) suggest that some literary terms are meaningless
 - (C) note labels to which writers typically object
 - (D) ridicule the modes of writing most popular with the public
 - (E) emphasize the importance of a shared terminology
8. Which of the following best describes the relationship between the two passages?
- (A) Passage 2 presents evidence that rebuts the argument made in Passage 1.
 - (B) Passage 2 explicitly defines terms that Passage 1 assumes are well-known.
 - (C) Passage 2 supplies an explanation for a state of affairs described in Passage 1.
 - (D) Passage 2 focuses on an exception to a general rule established in Passage 1.
 - (E) Passage 2 provides a humorous view of a situation that Passage 1 finds inexplicable.

Questions 9-19 are based on the following passages.

In Passage 1, the author presents his view of the early years of the silent film industry. In Passage 2, the author draws on her experiences as a mime to generalize about her art. (A mime is a performer who, without speaking, entertains through gesture, facial expression, and movement.)

Passage 1

Talk to those people who first saw films when they were silent, and they will tell you the experience was magic. The silent film had extraordinary powers to draw members of an audience into the story, and an equally
 5 potent capacity to make their imaginations work. It required the audience to become engaged—to supply voices and sound effects. The audience was the final, creative contributor to the process of making a film.

The finest films of the silent era depended on two
 10 elements that we can seldom provide today—a large and receptive audience and a well-orchestrated score. For the audience, the fusion of picture and live music added up to more than the sum of the respective parts.

The one word that sums up the attitude of the silent
 15 filmmakers is *enthusiasm*, conveyed most strongly before formulas took shape and when there was more room for experimentation. This enthusiastic uncertainty often resulted in such accidental discoveries as new camera or editing techniques. Some films experimented
 20 with players; the 1915 film *Regeneration*, for example, by using real gangsters and streetwalkers, provided startling local color. Other films, particularly those of Thomas Ince, provided tragic endings as often as films by other companies supplied happy ones.

Unfortunately, the vast majority of silent films survive today in inferior prints that no longer reflect the care that the original technicians put into them. The modern versions of silent films may appear jerky and flickery, but the vast picture palaces did not attract four to six
 30 thousand people a night by giving them eyestrain. A silent film depended on its visuals; as soon as you degrade those, you lose elements that go far beyond the image on the surface. The acting in silents was often very subtle, very restrained, despite legends to the contrary.

Passage 2

Mime opens up a new world to the beholder, but it does so insidiously, not by purposely injecting points of interest in the manner of a tour guide. Audiences are not unlike visitors to a foreign land who discover that the modes, manners, and thoughts of its inhabitants are not
 40 meaningless oddities, but are sensible in context.

I remember once when an audience seemed perplexed at what I was doing. At first, I tried to gain a more immediate response by using slight exaggerations. I soon realized that these actions had nothing to do with the
 45 audience's understanding of the character. What I had believed to be a failure of the audience to respond in the

manner I expected was, in fact, only their concentration on what I was doing; they were enjoying a gradual awakening—a slow transference of their understanding
 50 from their own time and place to one that appeared so unexpectedly before their eyes. This was evidenced by their growing response to succeeding numbers.

Mime is an elusive art, as its expression is entirely dependent on the ability of the performer to imagine a
 55 character and to re-create that character for each performance. As a mime, I am a physical medium, the instrument upon which the figures of my imagination play their dance of life. The individuals in my audience also have responsibilities—they must be alert
 60 collaborators. They cannot sit back, mindlessly complacent, and wait to have their emotions titillated by mesmeric musical sounds or visual rhythms or acrobatic feats, or by words that tell them what to think. Mime is an art that, paradoxically, appeals both to those who respond
 65 instinctively to entertainment and to those whose appreciation is more analytical and complex.

Between these extremes lie those audiences conditioned to resist any collaboration with what is played before them, and these the mime must seduce despite
 70 themselves. There is only one way to attack those reluctant minds—take them unaware! They will be delighted at an unexpected pleasure.

9. Both passages are primarily concerned with the subject of
- (A) shocking special effects
 - (B) varied dramatic styles
 - (C) visual elements in dramatic performances
 - (D) audience resistance to theatrical performances
 - (E) nostalgia for earlier forms of entertainment
10. The author of Passage 1 uses the phrase “enthusiastic uncertainty” in line 17 to suggest that the filmmakers were
- (A) excited to be experimenting in a new field
 - (B) delighted at the opportunity to study new technology
 - (C) optimistic in spite of the obstacles that faced them
 - (D) eager to challenge existing conventions
 - (E) eager to please but unsure of what the public wanted

11. In lines 19-24, *Regeneration* and the films of Thomas Ince are presented as examples of
- (A) formulaic and uninspired silent films
 - (B) profitable successes of a flourishing industry
 - (C) suspenseful action films drawing large audiences
 - (D) daring applications of an artistic philosophy
 - (E) unusual products of a readiness to experiment
12. In context, the reference to “eyestrain” (line 30) conveys a sense of
- (A) irony regarding the incompetence of silent film technicians
 - (B) regret that modern viewers are unable to see high quality prints of silent films
 - (C) resentment that the popularity of picture palaces has waned in recent years
 - (D) pleasure in remembering a grandeur that has passed
 - (E) amazement at the superior quality of modern film technology
13. In line 34, “legends” most nearly means
- (A) ancient folklore
 - (B) obscure symbols
 - (C) history lessons
 - (D) famous people
 - (E) common misconceptions
14. The author of Passage 2 most likely considers the contrast of mime artist and tour guide appropriate because both
- (A) are concerned with conveying factual information
 - (B) employ artistic techniques to communicate their knowledge
 - (C) determine whether others enter a strange place
 - (D) shape the way others perceive a new situation
 - (E) explore new means of self-expression
15. The incident described in lines 41-52 shows the author of Passage 2 to be similar to the silent film-makers of Passage 1 in the way she
- (A) required very few props
 - (B) used subtle technical skills to convey universal truths
 - (C) learned through trial and error
 - (D) combined narration with visual effects
 - (E) earned a loyal audience of followers
16. In lines 41-52, the author most likely describes a specific experience in order to
- (A) dispel some misconceptions about what a mime is like
 - (B) show how challenging the career of a mime can be
 - (C) portray the intensity required to see the audience’s point of view
 - (D) explain how unpredictable mime performances can be
 - (E) indicate the adjustments an audience must make in watching mime
17. In lines 60-63, the author’s description of techniques used in the types of performances is
- (A) disparaging
 - (B) astonished
 - (C) sorrowful
 - (D) indulgent
 - (E) sentimental
18. What additional information would reduce the apparent similarity between these two art forms?
- (A) Silent film audiences were also accustomed to vaudeville and theatrical presentations.
 - (B) Silent films could show newsworthy events as well as dramatic entertainment.
 - (C) Dialogue in the form of captions was integrated into silent films.
 - (D) Theaters running silent films gave many musicians steady jobs.
 - (E) Individual characters created for silent films became famous in their own right.
19. Both passages mention which of the following as being important to the artistic success of the dramatic forms they describe?
- (A) Effective fusion of disparate dramatic elements
 - (B) Slightly exaggerated characterization
 - (C) Incorporation of realistic details
 - (D) Large audiences
 - (E) Audience involvement

Answers and Explanations

1. The primary purpose of the passage is to
 - (A) describe the motivations of art forgers
 - (B) indicate the artistic merit of particular forgeries
 - (C) discuss the challenges facing art forgers
 - (D) catalogue the skills of a successful art forger
 - (E) illustrate the public's ignorance about art forgery

Keep in Mind

Don't be misled by an answer that looks correct but is not supported by the actual text. Choice (D) is attractive, but it's not as accurate as choice (C).

Answer: The correct answer is (C).

Explanation: The passage primarily calls attention to the difficulties inherent in art forgery. Choice (C) is correct because the passage primarily discusses several challenges inherent in art forgery. Here's why each of the other choices is incorrect:

- Choice (A) is incorrect because the passage does not discuss why people become art forgers.
- Choice (B) is incorrect because the passage does not discuss individual forgeries or their artistic merit.
- Choice (D) is incorrect. Although the passage indicates that forgers need to be skilled enough to fool people who are experienced at detecting forgeries, it does not list or discuss the particular skills that make art forgers successful.
- Choice (E) is incorrect. The passage does not discuss the public's lack of knowledge about art forgery.

2. The author refers to art forgery as an act that is "self-effacing" (line 3) because it requires that the forger
 - (A) undergo an arduous apprenticeship
 - (B) work in the style of another artist
 - (C) forgo many opportunities for financial gain
 - (D) never take his or her work too seriously
 - (E) regard original artworks with reverence

Answer: The correct answer is (B).

Explanation: The reference to "self-effacing" in line 3 suggests that a successful art forgery cannot call attention to the forger. It must appear to be a creation of the original artist. Choice (B) is correct because forgery involves employing the style of another artist rather than working in one's own style. It requires removing oneself from one's work.

Here's why each of the other choices is incorrect:

- Choice (A) is incorrect because the author does not discuss apprenticeships undertaken by art forgers. Moreover, if forgers did undertake arduous apprenticeships, the experience would not necessarily be self-effacing.
- Choices (C) and (D) are incorrect because the author does not discuss the financial rewards of forging art, nor does the author suggest that the art forgers should not take their work too seriously.
- Choice (E) is incorrect because the author does not indicate that art forgers must view original art with reverence. In fact, the author states that art forgery is an “audacious” act. A forger might not perform this audacious act if he or she viewed the original work with reverence.



Keep in Mind

A key word in the question may be the clue you need to arrive at the best answer. Pay attention to the words that carry the meaning of the sentence.

3. Which best describes the function of the opening sentence (“A cousin . . . Washington”)?
- (A) It underscores how frequently pests are transferred from one geographical region to another.
 - (B) It suggests the potential harm the citrus longhorned beetle could cause in the United States.
 - (C) It illustrates how the Asian longhorned beetle was introduced into the United States.
 - (D) It describes how the citrus longhorned beetle was first discovered.
 - (E) It compares the destructiveness of the Asian longhorned beetle to that of the citrus beetle.

Answer: The correct answer is (B).

Explanation: The opening sentence of the passage indicates that the citrus longhorned beetle is a relative of the Asian longhorned beetle, which has wreaked havoc on the plant life in the United States. Choice (B) is correct because the opening sentence establishes that the Asian and citrus longhorned beetles are cousins and points out the devastation that the Asian beetle has caused; the implication is that the citrus beetle might be as damaging to plant life as its “tenacious” relative.

Here's why each of the other choices is not the correct answer:

- Choice (A) is incorrect because the opening sentence does not discuss how frequently pests are transferred from different geographical regions.
- Choices (C) and (D) are incorrect because the opening sentence, while mentioning both the Asian and citrus longhorned beetles, does not indicate how the Asian beetle was introduced to New York City, nor does it describe how the citrus beetle was initially discovered.



Keep in Mind

In some questions the syntax, or structure, of the sentence will guide you to the right answer. In this case, the structure of the sentence emphasizes the comparison between the two beetles, suggesting that the second is much like the first.

- Choice (E) is incorrect because the opening sentence makes no direct comparison between the damage caused by the Asian longhorned beetle and that caused by the citrus longhorned beetle; in fact, the passage does not provide information about the destructiveness of the citrus longhorned beetle.

4. The passage suggests that the actions undertaken in lines 9-12 are best characterized as
- (A) tested and reliable
 - (B) deliberate and effective
 - (C) costly and unpopular
 - (D) preemptive and aggressive
 - (E) unprecedented and unfounded

Keep in Mind

Careful reading is the key to finding the correct answer. It may be tempting to apply a personal opinion, as in choice (C), but your answer must be found in the passage itself.

Answer: The correct answer is (D).

Explanation: Lines 9-12 indicate that to contain the possible spread of the citrus longhorned beetle quickly, such actions as killing healthy trees and relaxing environmental regulations and procedures were executed. Choice (D) is correct because the actions described in lines 9-12 were both preventative and bold: energetic measures undertaken to avert a potential environmental disaster.

Here's why each of the other choices is not the correct answer:

- Choice (A) is incorrect because the actions in lines 9-12 are not described as having been employed before, nor is there evidence that the actions have been repeated successfully.
- Choice (B) is incorrect because nothing in lines 9-12 suggests that the actions were careful and unhurried, nor is there any discussion of the effectiveness of these actions.
- Choice (C) is incorrect because although the actions described in lines 9-12 might be expensive and unpopular, nothing in the passage directly supports this interpretation.
- Choice (E) is incorrect because the passage provides no evidence that the actions in lines 9-12 had not been undertaken before; furthermore, the actions were not unwarranted, given the awareness of the damage that the Asian longhorned beetle had already caused.

5. The author of Passage 1 implies that “literature with a capital L” (lines 3-4) is fiction that is
- (A) considered classic by scholars of English literature
 - (B) written in a mannered and pretentious style
 - (C) unafraid to address highbrow themes and weighty issues
 - (D) successful both critically and financially
 - (E) unfairly ignored by the book-buying public

Answer: The correct answer is (B).

Explanation: The author of Passage 1 uses the phrase “literature with a capital L” to describe fiction written in a particular kind of prose. Choice (B) is correct because the passage suggests that “literature with a capital L” is written in “self-conscious, writerly prose.” Prose written this way can also be described as “mannered and pretentious.”

Here’s why each of the other choices is not the correct answer:

- Choice (A) is incorrect because the passage does not discuss either the opinion of scholars or the issue of what is considered “classic.”
- Choice (C) is incorrect because the passage doesn’t focus on the types of themes and issues addressed by literary fiction.
- Choice (D) is incorrect because the passage doesn’t discuss how literary fiction fares in the marketplace.
- Choice (E) is incorrect. Although the passage focuses on the amount of critical attention paid to literary fiction, it doesn’t suggest that such fiction is underservedly ignored by the book-buying public.



Keep in Mind

Rereading the relevant part of the passage should lead you to the correct answer. This question asks for an understanding of a remark in the context of its neighboring sentences.

6. The author of Passage 2 suggests that authors who write “self-conscious, writerly prose” (lines 4-5, Passage 1) are
- (A) unlikely ever to produce great work
 - (B) trying to improve their chances of popular success
 - (C) more talented than writers of mainstream fiction
 - (D) seeking the approval of like-minded writers
 - (E) not capable of depicting a realistic fictional world

Answer: The correct answer is (D).

Explanation: Passage 1 uses the phrase “self-conscious, writerly prose” to describe the style of “literary fiction.” The question asks what the author of Passage 2 suggests about writers who employ this style. Choice (D) is correct because Passage 2 argues that writers of literary fiction hope to appeal to other people well versed in literary fiction: literary novelists, creative writing teachers, book reviewers, and critics. So these writers using “self-conscious, writerly prose” are “seeking the approval of like-minded writers.”



Keep in Mind

The correct answer is found by rereading the highlighted phrase in the context of the surrounding sentences.

Here's why each of the other choices is not the correct answer:

- Choice (A) is incorrect because Passage 2 focuses on why literary novelists write as they do, not on whether they are likely to produce great novels.
- Choice (B) is incorrect because Passage 2 argues that literary novelists are interested in impressing a very specific audience; they are not seeking greater popular success.
- Choice (C) is incorrect because Passage 2 does not suggest that authors of literary fiction are either more or less talented than writers of mainstream fiction.
- Choice (E) is incorrect because Passage 2 doesn't consider the issue of realism in writing.

7. In the two passages, quotation marks are primarily used to

- (A) call attention to some common ways of categorizing fiction
- (B) suggest that some literary terms are meaningless
- (C) note labels to which writers typically object
- (D) ridicule the modes of writing most popular with the public
- (E) emphasize the importance of a shared terminology



Keep in Mind

Consider *all* the information before making a judgment. This question asks you to make an inference from the writer's stylistic choices. By comparing the choices to the content and meaning of each passage in its entirety, you will be able to see the purpose of the quotation marks.

Answer: The correct answer is (A).

Explanation: Choice (A) is correct because the authors of both passages put quotation marks around these words and phrases to call attention to the terms frequently used to characterize different kinds of fiction.

Here's why each of the other choices is not the correct answer:

- Choice (B) is incorrect because neither passage suggests that these literary terms are without meaning. In fact, both imply that these terms are commonly used when talking about fiction, and that they refer to specific, identifiable types of writing.
- Choice (C) is incorrect. While these words and phrases can be considered labels, neither passage suggests that writers typically object to them.
- Choice (D) is incorrect. Although Passage 1 offers a negative view of mannered "literary fiction," it does not criticize popular fiction. Passage 2 makes no judgment at all about the inherent quality of either literary or popular fiction.
- Choice (E) is incorrect. Although the quoted words and phrases are a shared terminology, neither passage emphasizes the value of sharing these terms. In fact, Passage 1 implies that the use of such terms is unfortunate because only fiction considered to be "literary" is given serious attention.

8. Which of the following best describes the relationship between the two passages?
- (A) Passage 2 presents evidence that rebuts the argument made in Passage 1.
 - (B) Passage 2 explicitly defines terms that Passage 1 assumes are well known.
 - (C) Passage 2 supplies an explanation for a state of affairs described in Passage 1.
 - (D) Passage 2 focuses on an exception to a general rule established in Passage 1.
 - (E) Passage 2 provides a humorous view of a situation that Passage 1 finds inexplicable.

Answer: The correct answer is (C).

Explanation: Passage 1 argues that literary fiction is reviewed more thoroughly than genre fiction and is the only kind of fiction recognized by award committees. Passage 2 argues that writers of literary fiction write to impress other literary novelists, reviewers, and critics. This would explain why such fiction receives more serious attention from reviewers and award committees, as described in Passage 1. Therefore, choice (C) is correct.

Here's why each of the other choices is not the correct answer:

- Choice (A) is incorrect because Passage 2 does not rebut the argument made in Passage 1. In fact, it assumes that the situation described in Passage 1 is accurate.
- Choice (B) is incorrect because, although Passage 2 uses some of the same terms as Passage 1, it does not define them any more explicitly.
- Choice (D) is incorrect because Passage 2 does not focus on an exception to the situation described in Passage 1. In fact, it does not discuss a specific case at all.
- Choice (E) is incorrect because Passage 1 does not indicate that the situation it describes is inexplicable. In addition, Passage 2 does not provide a particularly funny view of this subject.



Keep in Mind

This is the type of question you might find easiest to answer if you eliminate answers that are wrong. Each of the incorrect answers is directly contradicted by material in the passages. You are left with the correct answer by process of elimination.

9. Both passages are primarily concerned with the subject of
- (A) shocking special effects
 - (B) varied dramatic styles
 - (C) visual elements in dramatic performances
 - (D) audience resistance to theatrical performances
 - (E) nostalgia for earlier forms of entertainment

Answer: The correct answer is (C).

Explanation: This question asks you to think about *both* passages. Notice that the question asks you to look for the main subject or focus of the pair of passages, not simply to recognize that one passage is about silent film and the other about mime.

Keep in Mind

When comparing two reading passages, review the relevant parts of each passage as you consider the choices.

The discussion in Passage 1 is most concerned with the effectiveness of silent films for audiences of that era. The discussion in Passage 2 is most concerned with what makes a mime performance effective for the audience. The main subject for *both* passages is how a silent, visual form of entertainment affects an audience. Choice (C) is correct because it refers to performance in a visual art form.

Here's why each of the other choices is incorrect:

- Choice (A) is incorrect because “shocking special effects” is not a main subject of either passage.
- Choice (B) is incorrect because, although “varied dramatic styles” (used by film performers and in mime) is briefly touched on in both passages, it is not the main subject of the pair of passages.
- Choice (D) is incorrect because “audience resistance to theatrical performances” is too specific: both authors are making points about the overall role of audiences in the performance. Choice (D) is also incorrect because that topic is primarily addressed only in Passage 2.
- Choice (E) is incorrect because a tone of nostalgia appears only in Passage 1.

10. The author of Passage 1 uses the phrase “enthusiastic uncertainty” in line 17 to suggest that the filmmakers were

- (A) excited to be experimenting in a new field
- (B) delighted at the opportunity to study new technology
- (C) optimistic in spite of the obstacles that faced them
- (D) eager to challenge existing conventions
- (E) eager to please but unsure of what the public wanted

Keep in Mind

Read each choice carefully and compare what it says to the information in the passage.

Answer: The correct answer is (A).

Explanation: Look at the beginning of the third paragraph of Passage 1. The filmmakers were “enthusiastic” about a new kind of art form in which they could experiment. And experimentation led to “accidental discoveries” (line 18), which suggests “uncertainty,” all of which is said, though in a slightly different way, in choice (A).

Here's why each of the other choices is incorrect:

- Choice (B) is incorrect because the filmmakers were delighted to use the new technology rather than to study it.
- Choice (C) can be eliminated because the passage does not talk about “obstacles” faced by the filmmakers.

- Choice (D) is specifically contradicted by line 16, which refers to these filmmakers as working “before formulas took shape.” The word *formulas* in this context means the same thing as “conventions.”
- Choice (E) is incorrect because the “uncertainty” of the filmmakers was related to the new technology and how to use it, not to “what the public wanted.”

11. In lines 19-24, *Regeneration* and the films of Thomas Ince are presented as examples of

- (A) formulaic and uninspired silent films
- (B) profitable successes of a flourishing industry
- (C) suspenseful action films drawing large audiences
- (D) daring applications of an artistic philosophy
- (E) unusual products of a readiness to experiment

Answer: The correct answer is (E).

Explanation: The author’s argument in the third paragraph is that there was lots of “room for experimentation” (line 17) in the silent film industry. Both *Regeneration* and Ince’s films are specifically mentioned as examples of that “readiness to experiment,” as referred to in choice (E).

Here’s why each of the other choices is incorrect:

- Choice (A) is directly contradicted in two ways by the information in the passage. First, line 16 says that the filmmakers worked “before formulas took shape,” so their work could not be “formulaic.” Second, the author refers to *Regeneration* as having some “startling” effects and indicates that the endings of Ince’s films were different from the endings of other films of the time. So it would not be correct to describe these films as “uninspired.”
- Choices (B), (C), and (D) are incorrect because the author does not argue that these films were “profitable,” “suspenseful,” or “applications of an artistic philosophy.” He argues that they are examples of a willingness to “experiment.”



Keep in Mind

As you consider the choices, think of the words, phrases, and sentences in the passage that relate to the question you are answering. Be aware of how the ideas in the passage are presented. What is the author’s point? How does the author explain and support important points?

12. In context, the reference to “eyestrain” (line 30) conveys a sense of

- (A) irony regarding the incompetence of silent film technicians
- (B) regret that modern viewers are unable to see high-quality prints of silent films
- (C) resentment that the popularity of picture palaces has waned in recent years
- (D) pleasure in remembering a grandeur that has passed
- (E) amazement at the superior quality of modern film technology

Answer: The correct answer is (B).

Explanation: The author draws a distinction between the way silent films look when viewed today—“jerky and flickery” (line 28)—and the way they looked when

Keep in Mind

Try eliminating choices that you know are incorrect. Rule out choices that don't answer the question being asked or that are contradicted by the information in the passage.

they were originally shown. He implies that thousands of people would not have come to the movie houses if the pictures had given them “eyestrain.” The author indicates that the perception of silent films today is unfortunate. This feeling can be described as “regret,” choice (B).

Here's why each of the other choices is incorrect:

- Choice (A) is incorrect because there is no indication in the passage that silent film technicians were “incompetent.” The author even mentions “the care” taken by “the original technicians” (lines 26-27).
- Both choices (C) and (D) are incorrect because they do not answer this question. Remember, the question refers to the statement about “eyestrain.” The remark about eyestrain concerns the technical quality of the films, not the “popularity of picture palaces” or a “grandeur that has passed.”
- Choice (E) is incorrect for two reasons. First, no sense of “amazement” is conveyed in the statement about eyestrain. Second, the author does not say that modern films are “superior” to silent films, only that the “prints” of silent films are “inferior” to what they once were (lines 25-26).

13. In line 34, “legends” most nearly means

- (A) ancient folklore
- (B) obscure symbols
- (C) history lessons
- (D) famous people
- (E) common misconceptions

Keep in Mind

This is a vocabulary-in-context question. Even if you don't know the meaning of the word, try to figure it out from the passage and the choices. Examine the context in which the word is used.

Think of some word(s) that would make sense in the sentence; then look at the answers to see if any choice is similar to the word(s) you thought of.

Answer: The correct answer is (E).

Explanation: A *legend* is an idea or story that has come down from the past. A secondary meaning of *legend* is anything made up rather than based on fact. Throughout the final paragraph of Passage 1, the author emphasizes that people today have the wrong idea about the visual quality of silent films. In the last sentence, the author states that the acting was “often very subtle” and “very restrained,” and then he adds, “despite legends to the contrary.” According to the author, silent film acting is today thought of as unsubtle and unrestrained, but that is a misconception, an idea not based on fact, a “legend.” Choice (E) is the best of the answer choices.

Here's why each of the other choices is incorrect:

- Choice (A) is incorrect because, although it is the most common meaning of *legend*, it doesn't make any sense here. There is no reference to or suggestion about “ancient folklore.”
- Choice (B) is incorrect because it has no support at all in the passage.

- Choice (C) is incorrect because the author does not refer to “history lessons” in this sentence, but to mistaken notions about the performances in silent films.
- Choice (D) is incorrect because it simply doesn’t make sense. In line 34, the word *legends* refers to acting, not to people.

14. The author of Passage 2 most likely considers the contrast of mime artist and tour guide appropriate because both
- (A) are concerned with conveying factual information
 - (B) employ artistic techniques to communicate their knowledge
 - (C) determine whether others enter a strange place
 - (D) shape the way others perceive a new situation
 - (E) explore new means of self-expression

Answer: The correct answer is (D).

Explanation: To answer this question, you have to find a choice that describes a similarity between the performances of a mime and the work of a tour guide. The author begins Passage 2 by saying that a mime “opens up a new world to the beholder,” but in a “manner” (or way) different from that of a tour guide. Thus the author assumes that contrasting the mime and the tour guide is appropriate because both of them “shape the way others perceive a new situation,” choice (D).

Here’s why each of the other choices is incorrect:

- Choice (A) is incorrect because although it may correctly describe a tour guide, it doesn’t fit the mime. Nowhere in the passage does the author say the mime conveys “factual information.”
- Choice (B) is incorrect because although it is true for the mime, it is not true for the tour guide.
- Choice (C) is incorrect because the author of Passage 2 contrasts how mimes and tour guides introduce others to “a new world,” not how they *determine* entrance to “a strange place.”
- Choice (E) is incorrect because the author does not discuss “self-expression” as a tour guide’s work, and because she indicates that, as a mime, she expresses a particular character, not her own personality.



Keep in Mind

Pay close attention when authors make connections, comparisons, or contrasts. These parts of passages help you identify the authors’ points of view and assumptions.

15. The incident described in lines 41-52 shows the author of Passage 2 to be similar to the silent filmmakers of Passage 1 in the way she
- (A) required very few props
 - (B) used subtle technical skills to convey universal truths
 - (C) learned through trial and error
 - (D) combined narration with visual effects
 - (E) earned a loyal audience of followers

Keep in Mind

When a question following a pair of passages asks you to identify something that is common to *both* passages or true for *both* passages, eliminate any answer that is true for *only one* of the two passages.

Answer: The correct answer is (C).

Explanation: The question focuses on the story related in lines 41-52 and asks you to explain how that story shows that the mime is similar to silent filmmakers. So the correct answer has to express a point made about the mime in lines 41-52 that is also true for the filmmakers described in Passage 1. Lines 41-52 show the mime changing her performance when she found something that did not work. Passage 1 says that filmmakers learned through “experimentation” and “accidental discoveries.” So all of these people *learned through trial and error*, choice (C).

Here’s why each of the other choices is incorrect:

- Choices (A), (B), (D), and (E) are incorrect answers because they don’t include traits both *described in lines 41-52 and shared with the filmmakers*.
- Choice (A) is incorrect because “props” aren’t mentioned in either passage.
- Choice (B) is incorrect because “conveying universal truths” is not discussed in Passage 1.
- Choice (D) is incorrect because a mime performs without speaking or *narration*.
- Choice (E) is incorrect because Passage 1 describes loyal audiences but lines 41-52 do not.

16. In lines 41-52, the author most likely describes a specific experience in order to
- (A) dispel some misconceptions about what a mime is like
 - (B) show how challenging the career of a mime can be
 - (C) portray the intensity required to see the audience’s point of view
 - (D) explain how unpredictable mime performances can be
 - (E) indicate the adjustments an audience must make in watching mime

Answer: The correct answer is (E).

Explanation: The correct answer must explain why the author of Passage 2 described a particular experience in lines 41-52. The author’s point is that she learned the audience was “enjoying a gradual awakening.” Only choice (E) indicates that the story shows the “adjustments” the audience had to make to appreciate her performance.

Here's why each of the other choices is incorrect:

- Choice (A) is incorrect because the only “misconception” that is dispelled is the author’s “misconception” about the audience.
- Choice (B) is incorrect because, while the story might suggest that mime is a “challenging career,” that is not the author’s point in describing the experience.
- Choice (C) is incorrect because there is no reference to “intensity” on the part of the mime.
- Choice (D) is incorrect because the emphasis of lines 41-52 is not on how “unpredictable” mime performance is but on what the author learned from her failure to understand the audience’s initial reaction.



Keep in Mind

Every word counts. When you're asked about the author's intent in describing something, you have to pay close attention to how the author uses details to explain, support, or challenge the point being made.

17. In lines 60-63, the author's description of techniques used in the types of performances is

- (A) disparaging
- (B) astonished
- (C) sorrowful
- (D) indulgent
- (E) sentimental

Answer: The correct answer is (A).

Explanation: The sentence beginning in line 60 says that when viewing mime, the audience “cannot sit back, mindlessly complacent.” The author then says that other types of performances “titillate” audience emotions by “mesmeric musical sounds” or “acrobatic feats.” The author uses these kinds of words to belittle other techniques—her tone is *disparaging*, which is the answer in choice (A).

Here's why each of the other choices is incorrect:

- Choices (B), (C), and (E) are incorrect because no “astonishment,” “sorrow,” or “sentimentalism” is suggested in lines 60-63.
- Choice (D) is incorrect because it is almost the opposite of what the author means. She is not at all “indulgent” toward these other types of performance.



Keep in Mind

To figure out the author's attitude or tone or how the author feels about something, think about how the author uses language in the passage.

18. What additional information would reduce the apparent similarity between these two art forms?
- (A) Silent film audiences were also accustomed to vaudeville and theatrical presentations.
 - (B) Silent films could show newsworthy events as well as dramatic entertainment.
 - (C) Dialogue in the form of captions was integrated into silent films.
 - (D) Theaters running silent films gave many musicians steady jobs.
 - (E) Individual characters created for silent films became famous in their own right.



Keep in Mind

This question asks you to think about the two reading passages *together*. Remember that you should also consider the information in the *introduction* when you compare passages.

Answer: The correct answer is (C).

Explanation: This question asks you to do two things: first, figure out a similarity between silent films and mime; second, choose an answer with information that isn't found in either passage but would make mime performance and silent films seem *less* similar.

If you think about the art forms discussed in the two passages, you should realize that neither uses *speech*. This is an important similarity. Silent films include music but not spoken words. As stated in the introduction to the two passages, a mime entertains “without speaking.”

Choice (C) adds the information that “dialogue” between characters was part of silent films. Characters “spoke” to each other even though audiences read captions instead of hearing spoken words. So silent film indirectly used speech and thus was different from mime, which relies on *gesture*, *facial expression*, and *movement*.

Here's why the other choices are incorrect:

- Choices (A), (B), (D), and (E) are incorrect because they don't deal with the fundamental *similarity* between the two art forms—the absence of words. These may all be interesting things to know about silent film, but “vaudeville” performances (choice A), “newsworthy events” (choice B), “steady jobs” for musicians (choice D), and fame of “individual characters” (choice E) have nothing to do with mime. None of these things is related to an apparent similarity between mime and silent films.

19. Both passages mention which of the following as being important to the artistic success of the dramatic forms they describe?
- (A) Effective fusion of disparate dramatic elements
 - (B) Slightly exaggerated characterization
 - (C) Incorporation of realistic details
 - (D) Large audiences
 - (E) Audience involvement

Answer: The correct answer is (E).

Explanation: Passage 1 very clearly states in lines 5-8 that audience involvement was important to the success of silent films. In lines 58-60 of Passage 2, the author

makes a similarly strong statement about how important it is for the *audience* to be *involved* in mime performance; thus choice (E) is correct.

Here's why each of the other choices is incorrect:

- Choices (A)-(D) are incorrect because they don't refer to ideas mentioned in *both* passages as "important to the artistic success of the dramatic forms."
- Choice (A) is incorrect because Passage 1 talks about the "fusion" of pictures and music, but Passage 2 is not concerned at all with "disparate dramatic elements."
- Choice (B) is incorrect because although it refers to something mentioned in Passage 2 (line 43), it is *not* something important to the success of a mime performance. And Passage 1 says that the "acting in silents was often very subtle, very restrained" (lines 33-34), which is the opposite of "exaggerated."
- Choice (C) is incorrect because it is mentioned only in Passage 1 (lines 20-22), and not as an element "important to the artistic success" of silent films in general.
- Choice (D) is incorrect because the author of Passage 1 says that silent films did enjoy "large audiences," but he doesn't say that "large audiences" were critical to the "artistic success" of the films. Passage 2 doesn't mention the size of the audiences at all.



Keep in Mind

When comparing two passages, focus on the *specific* subject of the question. Don't try to remember *everything* from both passages. Refer to the passages as you work your way through the five choices.

Recap

1. Be familiar with the directions before test day.
2. Keep in mind that, in this section of the test (unlike other sections of the SAT), questions do not increase in difficulty from easy to hard.
3. Don't forget that all passages have numbered lines, so when a question refers to a particular line or lines in the passage, go back and read the matching line(s) before answering the question.
4. Think of all possible meanings of a word. One word can have many meanings; the answer choices of vocabulary-in-context questions will often include several different meanings of the word.
5. Remember that the information you need to answer each question is *always* in the passage(s)—specific words, phrases, and/or sentences that help to prove your choice is correct. All questions ask you to base your answer on what you read in the passages, introductions, and (sometimes) footnotes. Keep in mind that there should *always* be information in the passage(s) that supports your choice.
6. Bear in mind that every word counts. Details that explain, support, or challenge a point in a passage can help you understand how the author wants you to feel or think.
7. Try marking up the passages or making short notes in the sample test and practice questions in this book.
8. If you are having a hard time with a passage, read the questions before you finish the passage.
9. When comparing two reading passages, review the relevant parts of each passage as you consider the choices.
10. Read the *questions and answers* carefully—this is as important as reading the *passage* carefully. Read *actively* to absorb as much information as possible.
11. Remember that an answer can be *true* and still be the *wrong* answer to a particular question.
12. Don't be misled by an answer that looks correct but is not supported by the actual text.
13. Look for a key word in the question stem, which may be the clue you need to arrive at the best answer.

14. Pay attention to the syntax, or structure, of the sentence in some questions, which will guide you to the right answer.
15. Don't apply your personal opinion: instead, read carefully, because you must find your answer in the text passage itself.
16. To figure out the author's attitude or tone or how the author feels about something, think about how the author uses language in the passage.
17. Reread the relevant part of the passage to find the correct answer. Examine the context in which words are used. Also, don't try to remember *everything* from the passage(s): instead, refer back to the passage(s) as you work your way through the possible answers.
18. Pay close attention when authors make connections, comparisons, or contrasts. These parts of the passages can help you identify the authors' points of view and assumptions.
19. Do not be too quick to make a judgment without considering all the information.
20. If you're not sure of the correct answer, try eliminating choices and make an educated guess. If a question following a pair of reading passages asks you to identify something that is common to *both* passages or true for *both* passages, eliminate any answer that is true for *only one* of the two passages.
21. When you have made your choice, double-check the other choices to make sure there isn't a better one.
22. Don't get bogged down on difficult questions. You might want to skim a set of questions and start by answering those you feel sure of. Then concentrate on the harder questions. *But don't skip between sets of reading questions, because when you return to a passage you'll probably have to read it again.*
23. When you have gone through all the questions associated with a passage, go back and review any you left out or weren't sure about.

Practice Questions

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

Questions 1-2 are based on the following passage.

The Internet is rapidly becoming another means of disseminating information traditionally made available through radio and television stations. Indeed, it is now
 Line possible for journalists and the public to access new
 5 releases of audio- and videotapes, satellite media tours, and on-line news conferences via their computers. The number of news sites on the Internet grows each day. As one media company executive notes, “With many of these Web sites generating new content every hour
 10 and exponentially larger audiences, on-line news sites represent a dynamic and vital outlet for news.”

1. In the passage, the author emphasizes which aspect of the Internet?
 - (A) Its speed
 - (B) Its cost
 - (C) Its growth
 - (D) Its design
 - (E) Its accuracy
2. Which of the following best captures the attitude of the “company executive” (line 8) toward the Internet?
 - (A) Anxiety
 - (B) Distrust
 - (C) Ambivalence
 - (D) Excitement
 - (E) Curiosity

Questions 3-6 are based on the following passages.

Passage 1

A recent study comparing the DNA of Native Americans and central Siberians has established that the two populations share common ancestors. Many anthropologists see this as proof of the Bering Strait migration
 Line theory, which holds that between 11,000 and 6,000 years
 5 ago, ancestors of Native Americans migrated southward from Asia to North America across a land bridge that had joined the two continents. Apache scholar Ramon Riley sees it differently. Noting that tribal legends locate Apache
 10 origins squarely in the American Southwest, he offers an alternative explanation of the newfound genetic link. “The migration was just the other way around,” he says. “They spread north from here.” In support of this view, Riley argues that the Athabaskan languages spoken by the northern
 15 tribes—in the Pacific Northwest, Canada, and Alaska—are “much more diluted” than that spoken by the Apache.

Passage 2

Stanford University linguist Merritt Ruhlen has discovered striking similarities between Ket, a nearly extinct language spoken in central Siberia, and various languages
 20 of the Athabaskan group, traditionally spoken by Native Americans living along the western edge of North America, including the Apache in the southwestern United States. Citing 36 separate instances of correspondences between Ket and Athabaskan words, Ruhlen concludes that both linguistic
 25 traditions ultimately derive from a single language, one presumably spoken by a prehistoric population from which both the Siberians and Native Americans are descended.

3. The two passages are similar in that each one
 - (A) traces the origins of Ket to a Native American language
 - (B) uses genetic evidence to support its position
 - (C) discusses research linking Native Americans to a population in Siberia
 - (D) attempts to reconcile traditional myth and historical fact
 - (E) hypothesizes that a land mass once connected Asia and North America

4. The anthropologists mentioned in Passage 1, lines 3-4, would most likely claim that Merritt Ruhlen's conclusion (Passage 2, lines 24-27) is
 - (A) inconsistent with the DNA evidence
 - (B) further confirmation of the Bering Strait migration theory
 - (C) a validation of some Native American legends
 - (D) based on a misunderstanding of Siberian culture
 - (E) evidence that Ket is no longer spoken in central Siberia

5. Ramon Riley (Passage 1, line 8) would most likely argue that the "prehistoric population" (Passage 2, line 26) was originally located in
 - (A) central Siberia
 - (B) the southwestern United States
 - (C) the Pacific Northwest
 - (D) Canada
 - (E) Alaska

6. Passage 1 differs from Passage 2 in that only Passage 1
 - (A) provides evidence of linguistic similarities between two languages
 - (B) contends that different groups descended from the same population
 - (C) questions the feasibility of a population migration between continents
 - (D) discusses the multiple languages spoken in central Siberia
 - (E) offers conflicting interpretations of a recent scientific discovery

Questions 7-12 are based on the following passage.

The following passage is an excerpt from a book written by two female historians about professional women who began their careers in science in the late nineteenth and early twentieth centuries.

The strong efforts to gain equality for women in the scientific workplace began to show results in the last quarter of the twentieth century; women have secured
 Line positions as research scientists and won recognition and
 5 promotion within their fields. Though the modern struggle for equality in scientific fields is the same in many ways as it was in the early part of the century, it is also different. The women who first began undertaking careers in science had little support from any part of the society in which they
 10 lived. This vanguard had to struggle alone against the social conditioning they had received as women members of that society and against the male-dominated scientific community.

Women scientific researchers made a seemingly
 15 auspicious beginning. In the first quarter of the twentieth century, some women scientists who engaged in research worked at the most prestigious institutes of the period and enjoyed more career mobility than women researchers would experience again for several decades. Florence
 20 Sabin, an anatomist at the Rockefeller Institute of Medical Research noted for her research on the lymphatic system, is one important example. This encouraging beginning, however, was not to be followed by other successes for many decades. To have maintained an active role in
 25 research institutions, women would have had to share some of the decision-making power: they needed to be part of hiring, promotion, and funding decisions. Unfortunately, these early women scientists were excluded from the power structure of scientific research. As a result, they found it
 30 almost impossible to provide opportunities for a younger set of female colleagues seeking employment in a research setting, to foster their productivity and facilitate their career mobility, and eventually to allow them access to the top ranks.

35 Even those with very high professional aspirations accepted subordinate status as assistants if doing so seemed necessary to gain access to research positions—and too often these were the only positions offered them in their chosen careers. Time and again they pulled back from
 40 offering any real resistance or challenge to the organizational structure that barred their advancement. But we must remember that these women scientists were few in number, their participation in decision-making positions was virtually nil, and their political clout was minimal.
 45 Thus they could easily become highly visible targets for elimination from the staff, especially if their behavior was judged in the least imprudent.

Women's awareness that they were unequal
 50 colleagues, included in professional settings only on the sufferance of male colleagues, who held the positions of power, conflicted with their belief in meritocracy. They wanted to believe that achieving persons would be welcomed for their abilities and contributions. Yet they were surrounded by evidence to the contrary. An assistant
 55 professor of zoology observed that the men who were

heads of departments were insistent on having other men in the department; they told her that women ought to be satisfied teaching high school. She relates that, during her ten years in the department, men were given at least six
 60 positions that she was qualified for and wanted desperately, but for which she was not even considered because she was a woman.

7. The primary purpose of the passage is to

- (A) explain a situation
- (B) refute an argument
- (C) propose a change
- (D) predict an outcome
- (E) honor an achievement

8. The passage as a whole suggests that “career mobility” (lines 18 and 32-33) means the

- (A) freedom to work on projects that one is most interested in
- (B) freedom to publish research findings no matter how controversial they are
- (C) ability to obtain funding to travel to important professional meetings
- (D) ability to find a job in any part of the country
- (E) ability to advance in one’s chosen field

9. The statement that women could be eliminated from their jobs if their behavior was “the least imprudent” (line 47) suggests primarily that they

- (A) were more likely than their male colleagues to be rebellious
- (B) participated in the creation of the standards by which the performance of researchers was judged
- (C) could gain advancement if they avoided political confrontations about their rights as women
- (D) were judged by a standard different from the one used to judge their male colleagues
- (E) were as critical of their colleagues as their colleagues were of them

10. The last paragraph of the passage suggests that for the majority of women scientists, the “belief in meritocracy” (line 51) was

- (A) justified, considering the opportunities available to them
- (B) fortunate, because it provided them with attainable goals
- (C) inconsistent with the fact that they were discriminated against on the job
- (D) understandable, in that the concept had worked for the previous generation of women scientists
- (E) trend-setting, in that their views soon received universal acceptance

11. The example of the assistant professor of zoology (lines 54-62) serves primarily to indicate the
- (A) extent of male bias against women in scientific fields at a particular time
 - (B) results of a woman's challenging male dominance in the early part of this century
 - (C) reasons for women's right to equal treatment
 - (D) inability of men and women to work together in an academic setting
 - (E) early attempts of women to achieve a share of scientific awards
12. All of the following questions can be explicitly answered on the basis of the passage EXCEPT:
- (A) What conditions did women scientists find it necessary to struggle against in the first quarter of the twentieth century?
 - (B) What specific steps were taken in the early part of the twentieth century to help women gain equality in the scientific workplace?
 - (C) What changes in the organization of the scientific community would have enhanced the position of women scientists as the twentieth century advanced?
 - (D) What were the views of some women scientific researchers on the subject of meritocracy?
 - (E) What degree of success was attained by the generation of women scientists who followed those who came into prominence earlier in the twentieth century?

Questions 13-25 are based on the following passage.

The following excerpt is the beginning of a memoir, published in 1989, by a woman who emigrated with her family from Poland to Canada when she was a teenager.

It is April 1959, I'm standing at the railing of the Batory's upper deck, and I feel that my life is ending. I'm looking out at the crowd that has gathered on the shore to see the ship's departure from
 5 Gdynia—a crowd that, all of a sudden, is irrevocably on the other side—and I want to break out, run back, run toward the familiar excitement, the waving hands, the exclamations. We can't be leaving all this behind—but we are. I am thirteen
 10 years old, and we are emigrating. It's a notion of such crushing, definitive finality that to me it might as well mean the end of the world.

My sister, four years younger than I, is clutching my hand wordlessly; she hardly understands
 15 where we are, or what is happening to us. My parents are highly agitated; they had just been put through a body search by the customs police. Still, the officials weren't clever enough, or suspicious enough, to check my sister and me—lucky for us,
 20 since we are both carrying some silverware we were not allowed to take out of Poland in large

pockets sewn onto our skirts especially for this purpose, and hidden under capacious sweaters.

When the brass band on the shore strikes up the
 25 jaunty mazurka rhythms of the Polish anthem, I am pierced by a youthful sorrow so powerful that I suddenly stop crying and try to hold still against the pain. I desperately want time to stop, to hold the ship still with the force of my will. I am suffering my first, severe attack of nostalgia, or
 30 *tesknota*—a word that adds to nostalgia the tonalities of sadness and longing. It is a feeling whose shades and degrees I'm destined to know intimately, but at this hovering moment, it comes
 35 upon me like a visitation from a whole new geography of emotions, an annunciation of how much an absence can hurt. Or a premonition of absence, because at this divide, I'm filled to the brim with what I'm about to lose—images of Cracow, which
 40 I loved as one loves a person, of the sunbaked villages where we had taken summer vacations, of the hours I spent poring over passages of music with my piano teacher, of conversations and escapades with friends. Looking ahead, I come across
 45 an enormous, cold blankness—a darkening, and erasure, of the imagination, as if a camera eye has snapped shut, or as if a heavy curtain has been pulled over the future. Of the place where we're going—Canada—I know nothing. There are vague
 50 outlines of half a continent, a sense of vast spaces and little habitation. When my parents were hiding in a branch-covered forest bunker during the war, my father had a book with him called *Canada Fragrant with Resin* which, in his horrible confinement, spoke to him of majestic wilderness, of
 55 animals roaming without being pursued, of freedom. That is partly why we are going there, rather than to Israel, where most of our Jewish friends have gone. But to me, the word “Canada” has
 60 ominous echoes of the “Sahara.” No, my mind rejects the idea of being taken there, I don't want to be pried out of my childhood, my pleasures, my safety, my hopes for becoming a pianist. The Batory pulls away, the foghorn emits its lowing, shofar*
 65 sound, but my being is engaged in a stubborn refusal to move. My parents put their hands on my shoulders consolingly; for a moment, they allow themselves to acknowledge that there's pain in this departure, much as they wanted it.

70 Many years later, at a stylish party in New York, I met a woman who told me that she had an enchanted childhood. Her father was a highly positioned diplomat in an Asian country, and she had lived surrounded by sumptuous elegance. . . . No
 75 wonder, she said, that when this part of her life came to an end, at age thirteen, she felt she had been exiled from paradise, and had been searching for it ever since.

* A trumpet made from a ram's horn and sounded in the synagogue on the Jewish High Holy Days.

No wonder. But the wonder is what you can
 80 make a paradise out of. I told her that I grew up
 in a lumpen* apartment in Cracow, squeezed into
 three rudimentary rooms with four other people,
 surrounded by squabbles, dark political rumblings,
 memories of wartime suffering, and daily struggle
 85 for existence. And yet, when it came time to
 leave, I, too, felt I was being pushed out of the
 happy, safe enclosures of Eden.

* Pertaining to dispossessed, often displaced, individuals
 who have been cut off from the socioeconomic class with
 which they would ordinarily have been identified.

13. This passage serves mainly to
- (A) provide a detailed description of what the author loved most about her life in Poland
 - (B) recount the author's experience of leaving Cracow
 - (C) explain why the author's family chose to emigrate
 - (D) convey the author's resilience during times of great upheaval
 - (E) create a factual account of the author's family history
14. In lines 2-3, "I feel that my life is ending" most nearly reflects the author's
- (A) overwhelming sense of the desperate life that she and her family have led
 - (B) sad realization that she is leaving a familiar life
 - (C) unsettling premonition that she will not survive the voyage to Canada
 - (D) severe state of depression that may lead her to seek professional help
 - (E) irrational fear that she will be permanently separated from her family
15. In lines 5-6, the author's description of the crowd on the shore suggests that
- (A) her family does not expect to find a warm welcome in Canada
 - (B) her relatives will not be able to visit her in Canada
 - (C) her family's friends have now turned against them
 - (D) she will find it difficult to communicate with her Polish friends
 - (E) the step she is taking is irreversible
16. The passage as a whole suggests that the author differs from her parents in that she
- (A) has happier memories of Poland than her parents do
 - (B) is more sociable than they are
 - (C) feels no response to the rhythms of the Polish anthem
 - (D) has no desire to wave to the crowd on the shore
 - (E) is not old enough to comprehend what she is leaving behind
17. For the author, the experience of leaving Cracow can best be described as
- (A) enlightening
 - (B) exhilarating
 - (C) annoying
 - (D) wrenching
 - (E) ennobling
18. In lines 17-19, the author's description of the customs police suggests that the author views them with
- (A) alarm
 - (B) skepticism
 - (C) disrespect
 - (D) caution
 - (E) paranoia
19. In lines 29-37, the author indicates that "nostalgia" differs from "tesknota" in that
- (A) *tesknota* cannot be explained in English
 - (B) *tesknota* denotes a gloomy, bittersweet yearning
 - (C) *tesknota* is a feeling that never ends
 - (D) nostalgia is a more painful emotion than *tesknota*
 - (E) nostalgia connotes a greater degree of desire than *tesknota*
20. By describing her feelings as having "shades and degrees" (line 33), the author suggests that
- (A) she is allowing herself to grieve only a little at a time
 - (B) she is numb to the pain of her grief
 - (C) she is overwhelmed by her emotions
 - (D) her sadness is greatest at night
 - (E) her emotional state is multifaceted

21. In lines 33-34, the phrase “I’m destined to know intimately” implies that the author
- (A) cannot escape the path her father has chosen for the family
 - (B) believes that the future will bring many new emotional experiences
 - (C) will be deeply affected by the experience of emigrating
 - (D) must carefully analyze her conflicting emotional reactions
 - (E) has much to learn about the experience of emigrating
22. The author refers to the “camera eye” (line 46) and the “heavy curtain” (line 47) in order to suggest
- (A) the difference between reality and art
 - (B) the importance of images to the human mind
 - (C) the difference between Poland and Canada
 - (D) her inability to overcome her fear of death
 - (E) her inability to imagine her future life
23. The description of the author as “engaged in a stubborn refusal to move” (lines 65-66) suggests her
- (A) determination to claim her space on the crowded deck of the ship
 - (B) refusal to accept the change in her life
 - (C) wish to strike back at her parents for taking her away from Poland
 - (D) resolve not to become a Canadian citizen
 - (E) need to stay in close proximity to her family
24. In lines 66-69, the author suggests that her parents’ comforting gesture indicates
- (A) a recognition of feelings of distress over their departure
 - (B) their exhilaration and relief at the thought of personal freedom
 - (C) a great deal of ambivalence regarding their decision
 - (D) pain so great that they can feel no joy in their departure
 - (E) a complete loss of feeling due to the stressful events
25. The author mentions the anecdote about the person she met at a “stylish party in New York” (line 70) in order to
- (A) prove that the author had become less childlike and more sophisticated
 - (B) demonstrate that the author’s parents had become affluent in Canada
 - (C) describe how wealthy children are raised in Asian countries
 - (D) make an important point about childhood happiness
 - (E) show that the author had ultimately lived in the United States as well as Canada

Questions 26-31 are based on the following passage.

The following passage is adapted from the writings of a Nobel Prize-winning scientist.

Any scientist who is not a hypocrite will admit the important part that luck plays in scientific discovery. Our estimate of the importance of luck is inherently biased: we know when we benefit
 5 from luck, but in the nature of things cannot assess how often bad luck deprives us of the chance of making what might have been an important discovery.

A colleague and I carried out an experiment in
 10 which little tissue fragments, which were very difficult to work with, were injected into mice of different strains. If we had been more experienced, we would have injected only white blood cells (which would have been easier to handle) into the
 15 mice. We now know that if we had done this, we would not have discovered actively acquired tolerance* because the grafts would have in effect rejected their hosts. Obviously, we were lucky, but our scientific training enabled us to recognize the
 20 significance of the accident. I think, therefore, that there was no need for the distinguished neurophysiologist Hodgkin to refer to his “feeling of guilt about suppressing the part which chance and good fortune played in what now seems to be a rather
 25 logical development.”

It might nevertheless seem as if luck plays a dominant role in scientific discovery. I would like to challenge this view for the following reasons: we sometimes describe as “lucky” a person who
 30 wins a prize in a lottery at long odds; but if we describe such an event as luck, what word shall we use to describe the accidental discovery on a park bench of a lottery ticket that turns out to be the winning one?

The two cases are quite different. A person who
 35 buys a lottery ticket is putting himself or herself in the way of winning a prize. This individual has, so to speak, purchased candidacy for such a turn of events and all the rest is a matter of mathematical
 40 probabilities. So it is with scientists. A scientist is anyone who, by observations and experiments conducted, by the literature read, and even by the company kept, puts himself or herself in the way of making a discovery. These individuals, by deliberate
 45 action, have enormously enlarged their awareness—their candidacy for good fortune—and will now take into account evidence of a kind that a beginner or a casual observer would probably overlook or misinterpret. I honestly do not think
 50 that blind luck of the kind enjoyed by someone who finds a winning lottery ticket for which he or she has not paid plays an important part in science or that many important discoveries arise from the casual intersection of two lines.

*Evidence that transplanting living tissues between adult organisms is possible.

55 Nearly all successful scientists have emphasized the importance of preparedness of mind, and I want to emphasize that this preparedness of mind is worked for and paid for by a great deal of exertion and reflection. If these exertions lead to a
60 discovery, then I think it would be inappropriate to credit such a discovery to luck.

26. The outcome of the experiment described in lines 9-12 suggests that

- (A) luck worked against the scientists at first
- (B) the injection of only white blood cells into the mice allowed the two scientists to make their discovery
- (C) the mice represented the perfect animals on which to conduct the experiment
- (D) the scientists involved were able to capitalize on luck
- (E) scientific experiments occur in the concrete world, not in the abstract world of theory

27. In lines 35-40, the author uses the example of the lottery winner in order to

- (A) suggest that blind luck occurs more frequently than people realize
- (B) suggest that luck plays a more important part in most events than people realize
- (C) suggest that luck is not the correct term to use when referring to a significant scientific discovery
- (D) illustrate that those who rely solely on luck are unlikely to find success
- (E) illustrate that the two forms of luck are analogous

28. In lines 44-45, “deliberate” most nearly means

- (A) cunning
- (B) slow
- (C) compelling
- (D) cautious
- (E) intentional

29. The author implies that a scientist achieves “candidacy for good fortune” (line 46) by

- (A) making careful and repeated mathematical calculations
- (B) playing hunches rather than depending on research
- (C) performing enough experiments to increase the statistical probability of success
- (D) obtaining knowledge that allows him or her to recognize important evidence
- (E) understanding the difference between luck and discovery

30. The meaning of the phrase “casual intersection of two lines” (line 54) is most clearly conveyed by which of the following?

- (A) Informal kinds of experiments
- (B) Two detailed plans
- (C) Geometrically precise experiments
- (D) Unanticipated coincidence
- (E) Predetermined events

31. The primary purpose of the passage is to

- (A) delineate a single definition of luck
- (B) show that scientists discover what they intend to find
- (C) compare science to a game
- (D) share the pleasure in making scientific discoveries
- (E) discuss the role of luck in science

Answer Key

- | | |
|-------|-------|
| 1. C | 17. D |
| 2. D | 18. C |
| 3. C | 19. B |
| 4. B | 20. E |
| 5. B | 21. C |
| 6. E | 22. E |
| 7. A | 23. B |
| 8. E | 24. A |
| 9. D | 25. D |
| 10. C | 26. D |
| 11. A | 27. C |
| 12. B | 28. E |
| 13. B | 29. D |
| 14. B | 30. D |
| 15. E | 31. E |
| 16. A | |



Additional practice questions can be found in *The Official SAT Online Course* at www.collegeboard.com/satonlinecourse.

CHAPTER 7

Practice for the Critical Reading Section

Here's a chance to practice the test-taking skills and concepts you've been working on. Try out different ways of approaching questions before you take the practice tests in the last section of this book. This chapter is intended to give you practice with the different types of questions, so it isn't arranged in the same way as the actual SAT.

Practice Questions—Sentence Completion

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
- (B) end . . divisive
- (C) overcome . . unattractive
- (D) extend . . satisfactory
- (E) resolve . . acceptable

(A) (B) (C) (D) ●

1. Investigation of the epidemic involved determining what was ----- about the people who were affected, what made them differ from those who remained well.
 - (A) chronic
 - (B) unique
 - (C) fortunate
 - (D) misunderstood
 - (E) historical
2. Because management ----- the fact that employees find it difficult to work alertly at repetitious tasks, it sponsors numerous projects to ----- enthusiasm for the job.
 - (A) recognizes . . generate
 - (B) disproves . . create
 - (C) respects . . quench
 - (D) controls . . regulate
 - (E) surmises . . suspend
3. They did their best to avoid getting embroiled in the quarrel, preferring to maintain their ----- as long as possible.
 - (A) consciousness
 - (B) suspense
 - (C) interest
 - (D) decisiveness
 - (E) neutrality
4. The strong affinity of these wild sheep for mountains is not -----: mountain slopes represent ----- because they effectively limit the ability of less agile predators to pursue the sheep.
 - (A) useful . . peril
 - (B) accidental . . security
 - (C) instinctive . . attainment
 - (D) restrained . . nourishment
 - (E) surprising . . inferiority
5. Even those who do not ----- Robinson's views ----- him as a candidate who has courageously refused to compromise his convictions.
 - (A) shrink from . . condemn
 - (B) profit from . . dismiss
 - (C) concur with . . recognize
 - (D) disagree with . . envision
 - (E) dissent from . . remember
6. The alarm voiced by the committee investigating the accident had a ----- effect, for its dire predictions motivated people to take precautions that ----- an ecological disaster.
 - (A) trivial . . prompted
 - (B) salutary . . averted
 - (C) conciliatory . . supported
 - (D) beneficial . . exacerbated
 - (E) perverse . . vanquished
7. At the age of forty-five, with a worldwide reputation and an as yet unbroken string of notable successes to her credit, Carson was at the ----- of her career.
 - (A) paradigm
 - (B) zenith
 - (C) fiasco
 - (D) periphery
 - (E) inception
8. The fact that they cherished religious objects more than most of their other possessions ----- the ----- role of religion in their lives.
 - (A) demonstrates . . crucial
 - (B) obliterates . . vital
 - (C) limits . . daily
 - (D) concerns . . informal
 - (E) denotes . . varying
9. Mary Cassatt, an Impressionist painter, was the epitome of the ----- American: a native of Philadelphia who lived most of her life in Paris.
 - (A) conservative
 - (B) provincial
 - (C) benevolent
 - (D) prophetic
 - (E) expatriate
10. In the nineteenth century many literary critics saw themselves as stern, authoritarian figures defending society against the ----- of those ----- beings called authors.
 - (A) depravities . . wayward
 - (B) atrocities . . exemplary
 - (C) merits . . ineffectual
 - (D) kudos . . antagonistic
 - (E) indictments . . secretive

Practice Questions—Passage-based Reading

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

Questions 1-11 are based on the following passage.

Fear of communism swept through the United States in the years following the Russian Revolution of 1917. Several states passed espionage acts that restricted political discussion, and radicals of all descriptions were rounded up in so-called Red Raids conducted by the attorney general's office. Some were convicted and imprisoned; others were deported. This was the background of a trial in Chicago involving twenty men charged under Illinois's espionage statute with advocating the violent overthrow of the government. The charge rested on the fact that all the defendants were members of the newly formed Communist Labor party.

The accused in the case were represented by Clarence Darrow, one of the foremost defense attorneys in the country. Throughout his career, Darrow had defended the poor and the despised against exploitation and prejudice. He defended the rights of labor unions, for example, at a time when many sought to outlaw the strike, and he was resolute in defending constitutional freedoms. The following are excerpts from Darrow's summation to the jury.

Members of the Jury. . . . If you want to convict these twenty men, then do it. I ask no consideration on behalf of any one of them. They are no better than any other twenty men or women; they are no better than the millions down through the ages who have been prosecuted and convicted in cases like this. And if it is necessary for my clients to show that America is like all the rest, if it is necessary that my clients shall go to prison to show it, then let them go. They can afford it if you members of the jury can; make no mistake about that. . . .

The State says my clients "dare to criticize the Constitution." Yet this police officer (who the State says is a fine, right-living person) twice violated the federal Constitution while a prosecuting attorney was standing by. They entered Mr. Owen's home without a search warrant. They overhauled his papers. They found a flag, a red one, which he had the same right to have in his house that you have to keep a green one, or a yellow one, or any other color, and the officer impudently rolled it up and put another flag on the wall, nailed it there. By what right was that done? What about this kind of patriotism that

violates the Constitution? Has it come to pass in this country that officers of the law can trample on constitutional rights and then excuse it in a court of justice? . . .

Most of what has been presented to this jury to stir up feeling in your souls has not the slightest bearing on proving conspiracy in this case. Take Mr. Lloyd's speech in Milwaukee. It had nothing to do with conspiracy. Whether the speech was a joke or was serious, I will not attempt to discuss. But I will say that if it was serious it was as mild as a summer's shower compared with many of the statements of those who are responsible for working conditions in this country. We have heard from people in high places that those individuals who express sympathy with labor should be stood up against a wall and shot. We have heard people of position declare that individuals who criticize the actions of those who are getting rich should be put in a cement ship with leaden sails and sent out to sea. Every violent appeal that could be conceived by the brain has been used by the powerful and the strong. I repeat, Mr. Lloyd's speech was gentle in comparison. . . .

My clients are condemned because they say in their platform that, while they vote, they believe the ballot is secondary to education and organization. Counsel suggests that those who get something they did not vote for are sinners, but I suspect you the jury know full well that my clients are right. Most of you have an eight-hour day. Did you get it by any vote you ever cast? No. It came about because workers laid down their tools and said we will no longer work until we get an eight-hour day. That is how they got the twelve-hour day, the ten-hour day, and the eight-hour day—not by voting but by laying down their tools. Then when it was over and the victory won . . . then the politicians, in order to get the labor vote, passed legislation creating an eight-hour day. That is how things changed; victory preceded law. . . .

You have been told that if you acquit these defendants you will be despised because you will endorse everything they believe. But I am not here to defend my clients' opinions. I am here to defend their right to express their opinions. I ask you, then, to decide this case upon the facts as you have heard them, in light of the law as you understand it, in light of the history of our country, whose institutions you and I are bound to protect.

1. Which best captures the meaning of the word "consideration" in line 23?

- (A) Leniency
- (B) Contemplation
- (C) Due respect
- (D) Reasoned judgment
- (E) Legal rights

2. By “They can afford it if you members of the jury can” (lines 30-31), Darrow means that
- (A) no harm will come to the defendants if they are convicted in this case
 - (B) the jurors will be severely criticized by the press if they convict the defendants
 - (C) the defendants are indifferent about the outcome of the trial
 - (D) the verdict of the jury has financial implications for all of the people involved in the trial
 - (E) a verdict of guilty would be a potential threat to everyone’s rights
3. Lines 32-45 suggest that the case against Owen would have been dismissed if the judge had interpreted the Constitution in which of the following ways?
- (A) Defendants must have their rights read to them when they are arrested.
 - (B) Giving false testimony in court is a crime.
 - (C) Evidence gained by illegal means is not admissible in court.
 - (D) No one can be tried twice for the same crime.
 - (E) Defendants cannot be forced to give incriminating evidence against themselves.
4. In line 47, the word “bearing” most nearly means
- (A) connection
 - (B) posture
 - (C) endurance
 - (D) location
 - (E) resemblance
5. In lines 46-62, Darrow’s defense rests mainly on convincing the jury that
- (A) a double standard is being employed
 - (B) the prosecution’s evidence is untrustworthy
 - (C) the defendants share mainstream American values
 - (D) labor unions have the right to strike
 - (E) the defendants should be tried by a federal rather than a state court
6. The information in lines 46-62 suggests that the prosecution treated Mr. Lloyd’s speech primarily as
- (A) sarcasm to be resented
 - (B) propaganda to be ridiculed
 - (C) criticism to be answered
 - (D) a threat to be feared
 - (E) a bad joke to be dismissed
7. Darrow accuses “people in high places” (lines 54-55) of
- (A) conspiring to murder members of the Communist party
 - (B) encouraging violence against critics of wealthy business owners
 - (C) pressuring members of the jury to convict the defendants
 - (D) advocating cruel and unusual punishment for criminals
 - (E) insulting the public’s intelligence by making foolish suggestions
8. The word “education” (line 65) is a reference to the need for
- (A) establishing schools to teach the philosophy of the Communist Labor party
 - (B) making workers aware of their economic and political rights
 - (C) teaching factory owners about the needs of laborers
 - (D) creating opportunities for on-the-job training in business
 - (E) helping workers to continue their schooling
9. The statement “victory preceded law” (line 77) refers to the fact that
- (A) social reform took place only after labor unions organized support for their political candidates
 - (B) politicians need to win the support of labor unions if they are to be elected
 - (C) politicians can introduce legislative reform only if they are elected to office
 - (D) politicians did not initiate improved working conditions but legalized them after they were in place
 - (E) politicians have shown that they are more interested in winning elections than in legislative reform
10. Judging from lines 78-80, the jury had apparently been told that finding the defendants innocent would be the same as
- (A) denying the importance of the Constitution
 - (B) giving people the right to strike
 - (C) encouraging passive resistance
 - (D) inhibiting free speech
 - (E) supporting communist doctrine
11. In order for Darrow to win the case, it would be most crucial that the jurors possess
- (A) a thorough understanding of legal procedures and terminology
 - (B) a thorough understanding of the principles and beliefs of the Communist Labor party
 - (C) sympathy for labor’s rights to safe and comfortable working conditions
 - (D) the ability to separate the views of the defendants from the rights of the defendants
 - (E) the courage to act in the best interests of the nation’s economy

Questions 12-17 are based on the following passage.

The following is adapted from a translation of a novel first published in 1894. The author of the novel was a Puerto Rican legislator.

The thin crescent of the new moon was greeted by torrential rains. Juan del Salto, confined by the weather, was at his desk amidst a sea of paper. He
 Line reached into one of the pigeonholes and extracted
 5 a bundle wrapped in a rubber band: his son's letters.

Gabriel, twenty-four years old, was in his final semester of law studies in Spain. Although Gabriel was away from Puerto Rico and already a man,
 10 Juan regarded as unfinished his mission as a father. He must prepare Gabriel for the disappointments of reality, and with consummate tact, without wounding his optimism, he sent him brief accounts of the island, entrusting him with the
 15 maturity to form his own convictions. Juan removed the most recent letter from the bundle and began to reread it, tenderly.

"Don't think," Gabriel wrote, "that I have come to believe our land is a paradise. I know all too
 20 well that life is a struggle everywhere. But I cannot conceal from you the sorrow that your words have caused me, and a few paragraphs in your letter have struck me with the impact of cold water.

25 "In the first paragraph, Father, you wrote *just as stirring the air with a fan will never split mountains, fits of lyrical passion will not solve arduous problems*. Those words caused me to tear up an 'Ode to the Patria' which I had written. In the ode,
 30 I sang the glories of my land, basing it upon its natural opulence and upon the romanticism of a great cloud of loving sentiment. I tore it up, convinced that it was like the breeze of a fan, spending its force in the void of futility.

35 "Second paragraph . . . *since Humanity owns the world, as it grows it must become worthy of the splendor of its creation. Many societies succumb to theories without ever having the good fortune to put a single one of their philosophical*
 40 *speculations into practice. . . . Nations are like individuals: they achieve more when they plan to plant a tiny tree, and do it, than when they propose to raise an entire forest and then fall asleep in the furrows. Reality! Here you have the*
 45 *great lever. We should concern ourselves with what already exists, in order to achieve what should be. By only singing of what we would like it to be, we accomplish nothing*. I sense a severe criticism in these words, and since I know how
 50 much you love our land, that criticism is immensely important to me."

Juan enjoyed rereading it all. His son had imagination and wit. He loved everything with childlike candor, but was simultaneously a thinker beginning the great journey along life's rugged trail. Juan

loved him infinitely, as though Gabriel were made of fragile Bohemian crystal.

Thus passed the hours of that nostalgic day.

12. The passage is primarily concerned with a
- (A) father's attempt to regain his son's affection
 - (B) son's skill at setting his father's mind at ease
 - (C) father's desire for his son to include artistic sentiments in his life
 - (D) son's ambition to return to his homeland as a successful lawyer and poet
 - (E) father's efforts to guide his son's intellectual and emotional growth
13. Juan apparently considers "lyrical passion" (line 27) to be
- (A) a necessary component in the creation of enduring poetry
 - (B) an effective technique for inspiring action in others
 - (C) an emotion that Gabriel needs to experience
 - (D) of little consequence in practical matters
 - (E) less compelling than other artistic feelings
14. Gabriel's stated reason for destroying his "Ode to the Patria" most strongly suggests that
- (A) Gabriel's optimistic illusions had been shattered
 - (B) Gabriel's writing skills suddenly embarrassed him
 - (C) Gabriel had reversed his feelings about Puerto Rico
 - (D) Juan had previously ridiculed similar pieces
 - (E) Juan had successfully turned Gabriel's attention back to his studies
15. Which of the following best paraphrases the point made by mentioning trees and forests in lines 42-43?
- (A) Detailed planning is essential in large operations.
 - (B) Even the strongest structure will come to ruin if it is built on a weak foundation.
 - (C) Following through on a small project is preferable to simply conceiving a large one.
 - (D) If individuals work together harmoniously, the entire community will prosper.
 - (E) The most invigorating work is that which is self-generated, not that assigned by others.

16. It can be inferred from the passage that Gabriel sees his father as a man who
- (A) has strong views that are well worth considering
 - (B) has made great sacrifices to send him to law school
 - (C) expects him to become a powerful and important leader
 - (D) writes harsh observations that need to be moderated
 - (E) is somewhat unsure of himself despite his confident manner
17. It can be inferred from the letters cited in the passage that which of the following exchanges has already occurred?
- (A) Juan voiced doubts about Gabriel's economic decisions.
 - (B) Juan encouraged Gabriel to consider practicing law in Spain.
 - (C) Gabriel sought his father's advice on affairs of the heart.
 - (D) Gabriel displayed a clear reluctance to accept criticism.
 - (E) Gabriel expressed some loftily idealistic thoughts.

Questions 18-22 are based on the following passage.

This excerpt discusses the relationship between plants and their environments.

Why do some desert plants grow tall and thin like organ pipes? Why do most trees in the tropics keep their leaves year round? Why in the Arctic tundra are there no trees at all? After many years
 Line 5 without convincing general answers, we now know much about what sets the fashion in plant design.

Using terminology more characteristic of a thermal engineer than of a botanist, we can think of
 10 plants as mechanisms that must balance their heat budgets. A plant by day is staked out under the Sun with no way of sheltering itself. All day long it absorbs heat. If it did not lose as much heat as it gained, then eventually it would die. Plants get rid
 15 of their heat by warming the air around them, by evaporating water, and by radiating heat to the atmosphere and the cold, black reaches of space. Each plant must balance its heat budget so that its temperature is tolerable for the processes of life.

20 Plants in the Arctic tundra lie close to the ground in the thin layer of still air that clings there. A foot or two above the ground are the winds of Arctic cold. Tundra plants absorb heat from the Sun and tend to warm up; they probably
 25 balance most of their heat budgets by radiating heat to space, but also by warming the still air that is trapped among them. As long as Arctic plants are close to the ground, they can balance

their heat budgets. But if they should stretch up as
 30 a tree does, they would lift their working parts, their leaves, into the streaming Arctic winds. Then it is likely that the plants could not absorb enough heat from the Sun to avoid being cooled below a critical temperature. Your heat budget
 35 does not balance if you stand tall in the Arctic.

Such thinking also helps explain other characteristics of plant design. A desert plant faces the opposite problem from that of an Arctic plant—the danger of overheating. It is short of water and
 40 so cannot cool itself by evaporation without dehydrating. The familiar sticklike shape of desert plants represents one of the solutions to this problem: the shape exposes the smallest possible surface to incoming solar radiation and provides
 45 the largest possible surface from which the plant can radiate heat. In tropical rain forests, by way of contrast, the scorching Sun is not a problem for plants because there is sufficient water.

This working model allows us to connect the
 50 general characteristics of the forms of plants in different habitats with factors such as temperature, availability of water, and presence or absence of seasonal differences. Our Earth is covered with a patchwork quilt of meteorological conditions, and
 55 the patterns of this patchwork are faithfully reflected by the plants.

18. The passage primarily focuses on which of the following characteristics of plants?
- (A) Their ability to grow equally well in all environments
 - (B) Their effects on the Earth's atmosphere
 - (C) Their ability to store water for dry periods
 - (D) Their fundamental similarity of shape
 - (E) Their ability to balance heat intake and output
19. Which of the following could best be substituted for the words "sets the fashion in" (line 6) without changing the intended meaning?
- (A) improves the appearance of
 - (B) accounts for the uniformity of
 - (C) defines acceptable standards for
 - (D) determines the general characteristics of
 - (E) reduces the heat budgets of
20. According to the passage, which of the following is most responsible for preventing trees from growing tall in the Arctic?
- (A) The hard, frozen ground
 - (B) The small amount of available sunshine
 - (C) The cold, destructive winds
 - (D) The large amount of snow that falls each year
 - (E) The absence of seasonal differences in temperature

21. The author suggests that the “sticklike shape of desert plants” (lines 41-42) can be attributed to the
- (A) inability of the plants to radiate heat to the air around them
 - (B) presence of irregular seasonal differences in the desert
 - (C) large surface area that the plants must expose to the Sun
 - (D) absence of winds strong enough to knock down tall, thin plants
 - (E) extreme heat and aridity of the habitat
22. The contrast mentioned in lines 46-48 specifically concerns the
- (A) availability of moisture
 - (B) scorching heat of the Sun
 - (C) seasonal differences in temperature
 - (D) variety of plant species
 - (E) heat radiated by plants to the atmosphere

Questions 23-28 are based on the following passage.

The following description of a small town is from a novel by an African American which was published in 1973.

In that place, where they tore the nightshade and blackberry patches from their roots to make room for the Medallion City Golf Course, there
 Line was once a neighborhood. It stood in the hills
 5 above the valley town of Medallion and spread all the way to the river. It is called the suburbs now, but when Black people lived there it was called the Bottom. One road, shaded by beeches, oaks, maples, and chestnuts, connected it to the valley.
 10 The beeches are gone now, and so are the pear trees where children sat and yelled down through the blossoms to passersby. Generous funds have been allotted to level the stripped and faded buildings that clutter the road from Medallion up to the
 15 golf course. They are going to raze the Time and a Half Pool Hall, where feet in long tan shoes once pointed down from chair rungs. A steel ball will knock to dust Irene’s Palace of Cosmetology, where women used to lean their heads back on
 20 sink trays and doze while Irene lathered Nu Nile into their hair. Men in khaki work clothes will pry loose the slats of Reba’s Grill, where the owner cooked in her hat because she claimed she couldn’t remember the ingredients without it.
 25 There will be nothing left of the Bottom (the footbridge that crossed the river is already gone), but perhaps it is just as well, since it wasn’t a town anyway: just a neighborhood where on quiet days people in valley houses could hear singing
 30 sometimes, banjoes sometimes, and, if a valley man happened to have business up in those hills—collecting rent or insurance payments—he might

- see a dark woman in a flowered dress doing a bit of cakewalk to the lively notes of a mouth organ.
 35 Her bare feet would raise the saffron dust that floated down on the coveralls and union-split shoes of the man breathing music in and out of his harmonica. The Black people watching her would laugh and rub their knees, and it would be easy for
 40 the valley man to hear the laughter and not notice the adult pain that rested somewhere under the eyelids, somewhere under their head rags and soft felt caps, somewhere in the palm of the hand, somewhere behind the frayed lapels, somewhere in
 45 the sinew’s curve. He’d have to stand in the back of Greater Saint Matthew’s Church and let the tenor’s voice dress him in silk, or touch the hands of the spoon carvers (who had not worked in eight years) and let the fingers that danced on wood kiss
 50 his skin. Otherwise the pain would escape him even though the laughter was part of the pain.
23. The author’s perspective on the Bottom is that of
- (A) an unsympathetic outsider
 - (B) an adult recalling early dreams
 - (C) a participant defending a course of action
 - (D) an angry protester trying to prevent an undesirable event
 - (E) a sad observer of a transformation
24. The name “the Bottom” is incongruous because the neighborhood
- (A) contains only demolished buildings
 - (B) has become more prosperous since it was named
 - (C) is a fertile piece of land
 - (D) has only recently been established
 - (E) is located in hills above a valley
25. “Generous” as used to describe “funds” (line 12) is intended to seem
- (A) ironic, because the funds are being used to destroy something
 - (B) progressive, because the narrator is showing how times change
 - (C) objective, because the narrator knows the amount
 - (D) humorous, because the cleanup is not truly expensive
 - (E) equivocal, because the funds are inadequate

26. In the second paragraph, the author conveys a feeling of tension by juxtaposing which two of the following elements?
- (A) The assertion that the neighborhood’s destruction is insignificant *versus* the carefully drawn richness of its life
 - (B) The author’s expression of affection for the neighborhood *versus* frustration at its reluctance to change
 - (C) Nostalgia about the way the town used to be *versus* a sense of excitement about its future
 - (D) Appreciation for the town’s natural beauty *versus* disapproval of its ramshackle state
 - (E) Sadness about the town’s fate *versus* sympathy for the reasons for it
27. The author’s statement that the valley man might not perceive the pain underlying the laughter of the Bottom’s residents (lines 38-45) emphasizes that the Bottom’s residents
- (A) had frequent contact with other residents of the valley
 - (B) understood the valley man well, even though they did not see him often
 - (C) were not the carefree people they might appear to be
 - (D) concealed their real feelings from outsiders
 - (E) were concerned about the destruction of their neighborhood
28. The author portrays the Bottom as a place
- (A) that lacked economic prosperity but had a rich emotional life
 - (B) that was too filled with sadness to be able to survive
 - (C) that needed to become more up-to-date in order to prosper
 - (D) whose effect on its residents was difficult for them to understand
 - (E) in which people paid more attention to the way things seemed to others than to the way things really were

Questions 29-30 are based on the following passage.

“I am a very serious woman,” was Bella Savitzky Abzug’s simple but powerful response to those who made light of her often boisterous activism. Abzug’s
Line forceful manner and flamboyant appearance may
 5 have drawn ridicule from some of her adversaries in the American political arena, but this very serious woman dedicated her life to the public service on behalf of the oppressed and ignored. Abzug gained fame nationally as the first Jewish woman elected to the
 10 United States Congress and later internationally as a leader in the global women’s movement, where her courage and indomitable spirit made a lasting impression on younger activists.

29. The tone of the quotation in line 1 is best described as
- (A) dignified
 - (B) apologetic
 - (C) exhilarated
 - (D) hostile
 - (E) cynical
30. The primary purpose of the passage is to
- (A) provide a character sketch of a political figure
 - (B) promote interest in the global women’s movement
 - (C) emphasize the importance of public service to a society
 - (D) explore both sides of a national controversy
 - (E) champion the rights of those whose voices are not heard

Answer Key

Sentence Completion

- | | |
|------|-------|
| 1. B | 6. B |
| 2. A | 7. B |
| 3. E | 8. A |
| 4. B | 9. E |
| 5. C | 10. A |

Passage-based Reading

- | | |
|-------|-------|
| 1. A | 16. A |
| 2. E | 17. E |
| 3. C | 18. E |
| 4. A | 19. D |
| 5. A | 20. C |
| 6. D | 21. E |
| 7. B | 22. A |
| 8. B | 23. E |
| 9. D | 24. E |
| 10. E | 25. A |
| 11. D | 26. A |
| 12. E | 27. C |
| 13. D | 28. A |
| 14. A | 29. A |
| 15. C | 30. A |



Additional practice questions can be found in *The Official SAT Online Course* at www.collegeboard.com/satonlinecourse.

PART III

The Writing Section

CHAPTER 8

About the Writing Section

Writing is a skill needed for success in both college and the workplace. The writing section gives you a chance to demonstrate the writing skills you've developed through your high school course work, particularly in English class, and through writing outside of school, such as personal journal entries and letters. The section is composed of:

- *An essay*: You will have to write a first draft of an original essay, under timed conditions.
- *Multiple-choice questions*: You will have to recognize sentence errors, choose the best version of a piece of writing, and improve paragraphs within a writing context.

In the essay component of the writing section, the student-written essay assesses your ability to develop and express ideas effectively. It evaluates your ability to do the kind of writing required in college—writing that develops a point of view, presents ideas logically and clearly, and uses precise language. You're not expected to be an expert in any particular field, but the topic of the essay (also called a *prompt*) *does* allow you to support your ideas by using what you've learned from your course work, your readings outside of school, and your experiences in and out of school. The essay must be written in a limited time, which doesn't allow for many revisions, so it is considered and scored as a first draft.

The multiple-choice component includes 49 questions on grammar and usage and assesses your ability to use language in a clear, consistent manner and to improve a piece of writing through revision and editing.

The multiple-choice questions don't ask you to define or use grammatical terms and don't test spelling or capitalization. In some questions, punctuation marks, such as the semicolon, may help you choose the correct answer. But questions like those mainly test the structure in which the punctuation appears.



Keep in Mind

- The multiple-choice questions include three types:
1. identifying sentence errors (see Chapter 10 of this book)
 2. improving sentences (see Chapter 11)
 3. improving paragraphs (see Chapter 12)

Approaches to the Multiple-Choice Writing Questions

- ▶ *Read the directions carefully*, and then follow them.
- ▶ *Look at the explanations for each correct answer* when you use the practice materials in this book. Even if you got the question right, you may learn something from the explanation.
- ▶ *Eliminate the choices you are sure are wrong when you are not sure of the answer.* Make an educated guess from those that remain.

How the Writing Section Is Scored

You will be given two subscores for the writing section: a multiple-choice subscore that will range from 20 to 80 and an essay subscore that will range from 2 to 12. If you write an essay that is not on the assigned topic, you will receive an essay subscore of 0. The essay subscore will contribute about 30% toward the total writing score, and the score on the multiple-choice questions will contribute about 70%. The total writing score will be placed on the College Board 200 to 800 scale.

Developing Writing Skills

Good writing, especially in college, requires you to develop your ideas with relevant and appropriate information. This is true for any subject that you'll be studying, whether it's English, history, science, social studies, mathematics, or fine arts. Though each of your instructors may have different expectations for your writing assignments, every instructor will want ideas that are well thought out and clearly expressed.

To write better, you have to write more. Practice helps improve your writing skills.

To write better, you have to read more. Reading helps improve the way you use language.

The more you read—challenging material in particular—the more you'll be exposed to interesting and provocative ideas and to varied, even unusual, ways of using language. If you read well-written books and articles, you may be inspired to use similar language in your own writing.

Table 8.1 lists characteristics of effective writing and provides examples of ineffective sentences and corrected sentences. You will need to recognize these characteristics when you work on the writing multiple-choice sections.



Keep in Mind

Successful college writing includes:

- well-developed ideas, with relevant and accurate supporting information
- clearly expressed thesis statements
- good organization
- appropriate, accurate, and varied vocabulary
- variety of syntax (sentence structure)

Table 8.1 Characteristics of Effective Writing, with Examples

Characteristics of Effective Writing	Examples of Ineffective Writing	Corrected Sentences
1. Consistency		
Sequence of tenses	<i>After he broke his arm, he is home for two weeks.</i>	<i>After he broke his arm, he was home for two weeks.</i>
Shift of pronoun	<i>If you are tense, one should try to relax.</i>	<i>If you are tense, you should try to relax.</i>
Parallelism	<i>The master carpenter showed us how to countersink the nails, how to varnish the wood, and getting a smooth surface was also demonstrated.</i>	<i>The master carpenter showed us how to countersink the nails, varnish the wood, and get a smooth surface.</i>
Noun-number agreement	<i>Ann and Sarah want to be a pilot.</i>	<i>Ann and Sarah want to be pilots.</i>
Subject-verb agreement	<i>There is eight people on shore.</i>	<i>There are eight people on shore.</i>
2. Logical Expression of Ideas		
Coordination and subordination	<i>Nancy has a rash, and she is probably allergic to something.</i>	<i>Nancy has a rash; she is probably allergic to something.</i>
Logical comparison	<i>Harry grew more vegetables than his neighbor's garden.</i>	<i>Harry grew more vegetables than his neighbor.</i>
Modification and word order	<i>Barking loudly, the tree had the dog's leash wrapped around it.</i>	<i>Barking loudly, the dog had wrapped his leash around the tree.</i>
3. Clarity and Precision		
Ambiguous and vague pronouns	<i>In the newspaper they say that few people voted.</i>	<i>The newspaper reported that few people voted.</i>
Diction	<i>He circumvented the globe on his trip.</i>	<i>He circumnavigated the globe on his trip.</i>
Wordiness	<i>There are many problems in the contemporary world in which we live.</i>	<i>There are many problems in our contemporary world.</i>
Missing subject	<i>If your car is parked here while not eating in the restaurant, it will be towed away.</i>	<i>If you park here and do not eat in the restaurant, your car will be towed away.</i>
Weak passive verbs	<i>When you bake a cake, the oven should be preheated.</i>	<i>When you bake a cake, you should preheat the oven.</i>

(continued)

Table 8.1 (continued)

Characteristics of Effective Writing	Examples of Ineffective Writing	Corrected Sentences
4. Appropriate Use of Conventions		
Adjective and adverb confusion	<i>His friends agree that he drives reckless.</i>	<i>His friends agree that he drives recklessly.</i>
Pronoun case	<i>He sat between you and I at the stadium.</i>	<i>He sat between you and me at the stadium.</i>
Idiom	<i>Natalie had a different opinion towards her.</i>	<i>Natalie had a different opinion of her.</i>
Comparison of modifiers	<i>Of the sixteen executives, Meg makes more money.</i>	<i>Of the sixteen executives, Meg makes the most money.</i>
Sentence fragment	<i>Whether or not the answer seems correct.</i>	<i>The answer seems to be correct.</i>
Comma splice or fused sentence	<i>Shawna enjoys crossword puzzles, she works on one every day.</i>	<i>Shawna enjoys crossword puzzles, and she works on one every day.</i>

CHAPTER 9

The Essay

Good writing is one of the key factors in doing well in college. Writing is an essential part of learning. It demonstrates what you understand and what you are able to communicate to others. The essay will measure your ability to develop and express your ideas effectively under timed conditions. You will be given 25 minutes to respond to an essay topic, also called a *prompt*. The essay will be similar to the type of on-demand writing that is typically done in college classes and that is read by professors as a first draft.

The topic will be general enough for you to respond to without needing advanced knowledge on a specific subject. The topic will be relevant to a wide range of fields and interests—literature, the arts, sports, politics, technology, science, history, and current events. The essay readers are not looking for one correct viewpoint. You may support a viewpoint that is described in the prompt or you may develop an opposing viewpoint. However, you must write on the topic you are given, or your essay will receive a 0.

There is no formula for writing an effective essay. You are free to choose your own writing style. For example, you can write an essay that is narrative, expository, persuasive, or argumentative. Furthermore, the SAT will not reward or penalize you if you write, for example, a five-paragraph essay. Good writing is marked by the strong development of ideas, the ability to connect to an audience, precise use of language, effective organization, and appropriate choices of evidence.

Your essay will show how well you can develop, support, and present your point of view. You will need to support your ideas with reasoning. You can draw on any part of your knowledge base that supports your reasoning, including any or all of the following:

- what you have learned in school
- what you have read in and outside of school in literature, science, or other areas
- current events
- your extracurricular and outside activities
- your observations and your own experiences



Keep in Mind

You must use a pencil on the essay. Essays written in pen cannot be scanned and will appear blank (and receive a score of zero).

You are not expected to produce a polished piece of writing in the 25 minutes that you have to write the essay. Readers scoring the essays know that you did not have the topic ahead of time or the time to make significant revisions.

The First Section

The essay is the *first* part of the SAT.

How well you write is more important than how much you write, but to cover the topic adequately you will probably need to write more than one paragraph. Your essay must be completely written on the lines provided on your answer sheet. For an example of the answer sheet, look at the practice tests in the back of the book. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. It's important that your handwriting be legible. As long as your handwriting is clear, you may write in print or script. But remember that the SAT reader isn't familiar with your handwriting.

How the Essays Are Scored

Essays written for the SAT are scored using a holistic approach. In holistic scoring, an essay is considered in its entirety rather than feature by feature. The reader reads the entire essay and determines a score based on an overall impression. To score essays written on specific topics, readers are trained to use the SAT Scoring Guide shown in Exhibit 9.1 in conjunction with sample essays illustrating each score point.

Keep In Mind

A perfect score for an essay is 12. The majority of papers will fall in the middle of the scoring range of 2 to 12.

The readers are on your side. They are urged to be positive and reward what is done well rather than to penalize what is done poorly. The readers know that the essays are written by high school students as first drafts under timed conditions. The readers are reminded to ignore handwriting and to avoid judging an essay by its length.

To ensure accurate and reliable scoring, two readers independently evaluate and score each essay on a scale of 1 to 6. Therefore, the combined score for readers will range from 2 to 12. If the readers' scores are different by more than one point on the six-point scale, a third reader, the scoring director, scores the essay. Then the third reader's score is doubled in calculating the essay's final score. For example, if the third reader gave the essay a 4, then the final score will be an 8. In other exams, such as the old SAT Subject Test in Writing, fewer than 8 percent of the scores differed by more than one point.

Readers, who are experienced high school teachers and college professors, receive extensive training and practice in holistic scoring using the Scoring Guide.

Keep In Mind

If the readers' scores are different by more than one point on the six-point scale, a third reader, the scoring director, scores the essay.

The readers are required to qualify for scoring by completing a rigorous online training course that will familiarize them with holistic scoring and teach them to evaluate essays. To qualify after training, a reader must score at least 70% of 40 qualifying papers in exact agreement with the pre-assigned scores as determined by expert readers. The readers are monitored in real time, and scoring directors review readers' scoring of selected essays.

Exhibit 9.1 SAT Scoring Guide

Score of 6	Score of 5	Score of 4
<p>An essay in this category demonstrates <i>clear and consistent mastery</i>, although it may have a few minor errors. A typical essay</p> <ul style="list-style-type: none"> effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas exhibits skillful use of language, using a varied, accurate, and apt vocabulary demonstrates meaningful variety in sentence structure is free of most errors in grammar, usage, and mechanics 	<p>An essay in this category demonstrates <i>reasonably consistent mastery</i>, although it will have occasional errors or lapses in quality. A typical essay</p> <ul style="list-style-type: none"> effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position is well organized and focused, demonstrating coherence and progression of ideas exhibits facility in the use of language, using appropriate vocabulary demonstrates variety in sentence structure is generally free of most errors in grammar, usage, and mechanics 	<p>An essay in this category demonstrates <i>adequate mastery</i>, although it will have lapses in quality. A typical essay</p> <ul style="list-style-type: none"> develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position is generally organized and focused, demonstrating some coherence and progression of ideas exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary demonstrates some variety in sentence structure has some errors in grammar, usage, and mechanics
Score of 3	Score of 2	Score of 1
<p>An essay in this category demonstrates <i>developing mastery</i>, and is marked by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice lacks variety or demonstrates problems in sentence structure contains an accumulation of errors in grammar, usage, and mechanics 	<p>An essay in this category demonstrates <i>little mastery</i>, and is flawed by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops a point of view on the issue that is vague or seriously limited, and demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas displays very little facility in the use of language, using very limited vocabulary or incorrect word choice demonstrates frequent problems in sentence structure contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured 	<p>An essay in this category demonstrates <i>very little or no mastery</i>, and is severely flawed by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops no viable point of view on the issue, or provides little or no evidence to support its position is disorganized or unfocused, resulting in a disjointed or incoherent essay displays fundamental errors in vocabulary demonstrates severe flaws in sentence structure contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning
<p>Essays not written on the essay assignment will receive a score of zero.</p>		

Approaches to the Essay

- *Read the prompt carefully, and make sure you write on the topic given.* Essays not on topic will receive a zero.
- *Decide your viewpoint on the topic.* If you have trouble focusing on the main point, try completing this sentence: “When people finish reading my essay, I want them to understand that

The words you use to fill in that blank might well become part of your thesis statement.

- *Spend a couple of minutes on planning.* Use your test booklet to create a quick sentence outline. Begin with the thesis from the above approach. Follow it with two or three single-sentence statements of examples or reasons you will use to develop your point of view. For example, suppose you are answering the essay question given as the sample later in this chapter:

Think carefully about the issue presented in the following excerpt and the assignment below.

Some people believe that there is only one foolproof plan, perfect solution, or correct interpretation. But nothing is ever that simple. For better or worse, for every so-called final answer there is another way of seeing things. There is always a “however.”

Assignment: Is there always another explanation or another point of view? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

The student sample that scored a 6 may have been the result of an outline like this:

- Thesis: An attribute can be either a vice or a virtue, depending on a person’s point of view.
- Point 1—I had always believed that perfectionism was a virtue: it was a motivator to achieve high goals, which I had done.
- Point 2—Later, I discovered that others, including a teacher, perceived my perfectionism to be a vice, resulting in fatigue, stress, and illness.
- Conclusion—There is always a “however.” I realized that perfectionism is neither all good nor all bad.

You have only 25 minutes to write your essay, so don’t spend too much time outlining. A little planning time, however, may be essential to make sure that your essay does not wander off topic or stray from your focused thesis statement.

► *Vary the sentence structure in your writing.* Good writing uses a variety of sentence types to make the writing more interesting while showing the relationships between ideas. Simple sentences communicate single observations. Compound sentences show that two ideas are related and are roughly equal in weight, and complex sentences show that of two related ideas, one is more important than the other. Essays that receive high scores almost always use a variety of sentence structures. Remember that as you write. Here are samples of the three kinds of sentences:

- *Simple:* “My best friend lives two blocks away from me.” This sentence is called *simple* because there is one subject—“my friend”—and one verb—“lives.” It makes a single observation.
- *Compound:* “My best friend lives two blocks away from me, but her house is much nicer than mine.” This sentence is *compound* because it comprises what could be two or more simple sentences that are connected with one of the words we call coordinating conjunctions—*and*, *or*, *but*, *for*, or *nor*. These words indicate that there is a relationship between these two observations and that the two statements are of roughly equal importance. You may learn that the words *so* and *yet* sometimes function as coordinating conjunctions as well. Either half of the compound sentence could have been a simple sentence by itself.
- *Complex:* “Although my friend lives two blocks away from me, I don’t go to her house very often.” This sentence is *complex* because it contains two observations but they are *not* of equal importance. The first one—“although my friend lives two blocks away from me”—cannot be written as a simple sentence because of the connecting word “although.” That word, called a *subordinating conjunction*, expresses the relationship between the two ideas and indicates that the other observation, the one that does not begin with a subordinating conjunction, is the more important one. The fact that you don’t go to your friend’s house very often is, in this sentence, more important than the fact that she lives only two blocks away.

To give your prose a *mature* character, *vary* the sentence structure that communicates how your ideas are related to each other.

► *Use clear, precise, and appropriate vocabulary.* Appropriate words are accurate and specific, not necessarily long and obscure. Avoid too many abstract and indefinite words, and seek concrete, specific ones in their place. Consider the differences in these two sentences:

1. The place where we stopped to eat was full of people dressed up more than we were.
2. The restaurant where we stopped for lunch was full of men wearing jackets and ties and women wearing suits and dresses—a noticeable contrast to our jeans and T-shirts.

Keep in Mind

You won't be judged on your handwriting, but essay readers must be able to read what you wrote, so write clearly and legibly.

Although the first sentence is grammatically correct, it is general and unspecific. A reader will not easily see the contrast between the speaker and the other people in the restaurant. The second version creates a much more concrete and vivid image in the reader's mind, and it communicates more effectively the contrast between the speaker and the other customers.

The sentence is not improved by substituting unnecessarily fancy words where concrete, everyday ones do just fine: "The dining establishment where we rested for our midday repast was peopled with representatives of the paying public who wore garments more typically associated with the office and business world than our comfortable and casual attire."

Good writing uses mature and sophisticated language, but some writers think readers are impressed by fancy vocabulary and convoluted sentences. Those writers are wrong.

► *Leave time to review what you've written.* Although you won't have time for full-scale revision, do leave time for rereading your essay and making minor changes in the wording or even in the structure of what you have written. Occasionally a more appropriate word will occur to you, or a clearer way to make a point. Don't be afraid to make these minor changes if they improve your essay.

Writing Exercise: Using Action Verbs

Writing exercises and practice can help you prepare further for the essay component of the SAT. One of the best ways you can improve your writing is not to overuse the same verb—especially the verb *to be*.

Reliance on the verb *to be* in any of its eight parts (*be, am, are, is, was, were, being, been*) makes your writing sluggish and unclear. More than any other kind of word, the verbs you use communicate what is happening so, whenever possible, try to use a verb to convey the *action* of your sentence. For example, consider this sentence:

"The decision of the manager to bring about an end to the practice of overtime assignments rather than scheduling the right number of workers in the first place was greeted with approval by a unanimous number of workers."

What a horrible sentence! It limps along until the passive verb "was greeted," and it mercifully ends a few words later. (A verb or sentence is *passive*, or in the passive voice, if someone or something other than the subject performs its actions. In this case, the actual subject of the sentence is "decision," but the action, the greeting, was done by the workers. A sentence in which the subject performs the action is called an *active* sentence.) The main idea of the sentence, however, has little to do with greeting. It is supposed to communicate the fact that workers *approved* something that the manager *decided* to do.

If we examine the sentence for words that contain some potential for action, we'll see many: *decision, bring, end, practice, assignments, scheduling, workers, greeting, and approval*. Unfortunately, none of these can be the *verb* of the sentence because they appear in other grammatical structures (i.e., in this sentence, they appear as abstract nouns, infinitives, and gerunds, which are defined and illustrated in the section below). Each functions as the subject or the object of a preposition, but not as a verb. If you could revise the sentence so that one or more of these potential verbs becomes the action-bearing word, you will have a more dynamic and accurate sentence.

Quick Grammar Review

Although you will not be asked to define or use grammatical terms on the SAT, familiarity with the preceding grammatical terms will make it easier to understand the principles of this writing exercise on action verbs. Here are some definitions:

- *Abstract nouns* are those nouns (i.e., naming words) that refer to ideas, thoughts, or intangible things. The abstract nouns in the sample sentence are *decision, end, practice, assignments, and approval*. They are general rather than specific.
- *Infinitives* are the verb forms that use the word *to*. In the sample sentence, the infinitive is “to bring.” Other examples are “We hoped *to see* our cousin during her visit,” or “What do you want *to do* with the money you’ve earned?”
- *Gerunds* are specialized verb forms that end in “-ing” and indicate an action of some kind. Not all words ending in “-ing” are gerunds, but all gerunds end in “-ing.”
- *Participles* are also verb forms that end in “-ing.” Instead of naming an action, though, the participle describes a noun. For example, the word *singing* can be either a gerund or a participle depending on its use. In the sentence “*Singing* makes me feel happy,” it is a gerund because it names an action. In the sentence “The *singing* bird woke me up at four o’clock,” it is a participle because it describes the bird. The infinitive of this verb is *to sing*.
- A *preposition* is a word that shows a particular relationship, such as direction or location, between a noun and the rest of the sentence. Prepositions are usually very short words, such as *in, of, to, or by*. Prepositions are usually followed by nouns, which are called their *objects*. In the following illustrations, the preposition is italicized and the object is underlined:
 - the rooms *in* my house
 - the name *of* my friend
 - the trip *to* Chicago
 - the tree *by* my window
- A *prepositional phrase* contains a preposition and its object and whatever describing words accompany that object.

Revising Sentences to Use Action Verbs

If you revise your sentences so that the verb indicates the action and the subject tells who or what performed that action, you will probably see three other improvements:

1. You will change the passive voice to active.
2. You will reduce the number of abstract nouns.
3. You will eliminate strings of prepositional phrases.

If you decide that the real action of the sample sentence lies in the word *approval*, begin by making that the verb. Then decide who approved of what. You should be able to construct this much of the sentence so far:

“Workers approved the manager’s decision . . .”

Now you can add the details from the original sentence that you think are necessary:

“Workers unanimously approved the manager’s decision to bring about an end to the practice of overtime assignments rather than scheduling the right number of workers in the first place.”

This revision is much better, but it is not as good as it can be. There are still several abstract nouns: *decision*, *end*, *practice*, *assignments*. Take a moment and determine if these nouns imply actions (they do), and who performs these actions. Do the workers decide, end, practice, and assign? Or does the manager do these things? Once you think about it, you’ll realize it’s the manager who decides, the manager who ends, the manager who practices, and the manager who assigns. This is a lot of activity hiding in nonaction words, and all of it is being done by someone who is not the subject of the sentence. How can you express this action with the manager as the subject?

“The manager decided to end assigning overtime and to schedule the right number of workers in the first place.”

Instead of “to end assigning overtime,” you would probably write:

“The manager decided to stop assigning overtime . . .”

You see that you don’t need the word “practice” at all. You’ve eliminated one unnecessary abstract noun. Now you have two sentences:

“The manager decided to stop assigning overtime and to schedule the right number of workers in the first place.”

“Workers unanimously approved the manager’s decision.”

You can leave this revision as two sentences if you like. These two sentences are certainly clearer than the original. But you might also realize that there is a relationship between them, and you want to combine them in a way that communicates that relationship. Because the relationship is chronological (i.e., the decision came first, then the approval after) or causative (i.e., the decision caused the approval),

you have a few choices available. Suppose you want to indicate the *time* sequence. You could write:

“After the manager decided to stop assigning overtime and to schedule the right number of workers in the first place, the workers unanimously approved the manager’s decision.”

On the other hand, if you want to indicate *cause*, you could write:

“Because the manager decided to stop assigning overtime and to schedule the right number of workers in the first place, the workers unanimously approved the manager’s decision.”

Yet you are not happy about the repeated word “decided/decision.” Should you change one of them? Can you do that without confusing the reader? Yes, you can, when you realize that it is the decision of the first clause that the workers approve. What you have been trying to communicate is:

“Workers unanimously approved when the manager decided to stop assigning overtime and to schedule the right number of workers in the first place.”

How much better that reads than the original version! Here’s the original sentence again:

“The decision of the manager to bring about an end to the practice of overtime assignments rather than scheduling the right number of workers in the first place was greeted with approval by a unanimous number of workers.”

To sum up, you have made the following improvements:

- You have expressed the action of the sentence as a verb.
- You have used the subject of the sentence to tell who performed that action.
- You have reduced the number of abstract nouns.
- You have reduced the number of prepositional phrases.
- You have indicated the relationship between the clauses of the sentence with the word *when* to indicate time.

Following are a few more unclear sentences that need the same type of revision as in the example. You may find this process slow at first, but with practice, you will make these revisions quickly.

Work out your revisions, and then compare them to the suggested revisions that follow. Remember that there will be several good revisions available for each. Yours will be good if you follow these suggestions:

- Avoid the verb *to be* in favor of a verb that communicates action.
- Reduce the number of abstract nouns.
- Replace prepositional phrases with single-word adjectives and adverbs when you can.

**Example Exercise: Rewriting Sentences
Using Action Verbs**

1. The price of the toy on the shelf of the store was intended to be a reflection of the hard work of many workers and the high cost of materials.

Rewrite:

2. Under the management of the new owners of the store the store is designed to serve the basic needs of the majority of the people in the neighborhood.

Rewrite:

3. The audience was impressed by the skill of the actors and the imagination of the director of the film at the theater around the corner from my house.

Rewrite:

4. The most important idea in the introduction of the essay is at the end of the paragraph that is found at the beginning of the paper.

Rewrite:

POSSIBLE REWRITES THAT IMPROVE THE ORIGINAL SENTENCES

Here are some possible responses to the exercise. Yours may or may not look like these, but successful ones will share the features mentioned above. The original sentence comes first, followed by a suggested revision. The verbs are italicized and the prepositional phrases are placed within brackets.

1. **Original:** The price [of the toy] [on the shelf] [of the store] *was intended* to be a reflection [of the hard work] [of many workers] and the high cost [of materials].
Rewrite: The toys [on the shelf] *cost* so much because a lot [of people] *worked* hard and materials *were* expensive.

2. **Original:** [Under the management] [of the new owners] [of the store] the store *is designed* to serve the basic needs [of the majority] [of the people] [in the neighborhood].
Rewrite: The new owners *will manage* the store so that it serves most [of the neighborhood people's needs].

3. **Original:** The audience *was impressed* [by the skill [of the actors] and the imagination [of the director]] [of the film] [at the theater] [around the corner] [from my house].
Rewrite: The actors' skill and director's imagination *impressed* the audience who *attended* the theater [around the corner] [from my house].
Or: The actors' skill and director's imagination *impressed* the audience who *attended* the neighborhood theater.

4. **Original:** The most important idea [in the introduction] [of the essay] *is* [at the end] [of the paragraph] that *is found* [at the beginning] [of the paper].
Rewrite: In the introduction to the essay, the most important idea *is found* at the end of the first paragraph.

Writing Exercise: Using Abstract and Concrete Language

Another way to improve your writing is to recognize the difference between *abstract* language and *concrete* language—and to provide concrete illustrations whenever you write about something abstract.

For example, when you read a word like *success*, you know what it means, but you probably also know that the same word will mean something different to someone else. On the other hand, “a score of 520 on the SAT math section” means the same to anyone who reads it. This is true because *success* is an abstract word, whereas “an SAT score of 520” is a concrete expression.

What would you consider to be an example of success? For some, it might be a position on the varsity tennis team. For another, it might be passing a driver's test.

All these examples can be seen as concrete illustrations of the abstract term *success*. If you are writing about success, you do not clarify your meaning by providing synonyms, such as *achievement*, *accomplishment*, or *reaching a goal*. You achieve clarity by providing specific illustrations so that your reader knows what *you* mean by the term.

Example Exercise: Using Concrete Language

How would you illustrate success? Write three concrete illustrations of success here:

1. _____
2. _____
3. _____

Example Exercise: Using Abstract Language

Beauty, happiness, and courage are three other abstract nouns. How would you illustrate them? Provide three examples of each of them, and then, if possible, compare your responses to a friend's.

Beauty:

1. _____
2. _____
3. _____

Happiness:

1. _____
2. _____
3. _____

Courage:

1. _____
2. _____
3. _____

Most of the time, you know a word is abstract because you have a sense of its meaning. In some cases, however, the end of the word tells us it is an abstract noun. Common abstract noun endings include -age (as you saw in *courage*), -ance, -ment, -ness (as you saw in *happiness*), -ity (or just -ty, as you saw in *beauty*), and -tion. Although many abstract nouns have no such endings, so many do that it is a good idea to become familiar with them. Can you think of examples of abstract nouns with each of these suffixes?

-age

-ance

-ment

-ness

-ity or -ty

-tion

Example Exercise: Writing Concrete Descriptions of Abstract Concepts

To help you improve the clarity of your writing, look again at several of the abstract words you provided, and think of illustrations that would make the terms more concrete for a reader:

Abstract word: _____

Concrete illustrations: _____

Abstract word: _____

Concrete illustrations: _____

Abstract word: _____

Concrete illustrations: _____

The Benefit of Using Both Abstract and Concrete Language

You may have realized already that there is a strong parallel between the concepts of abstract/concrete and general/specific. Abstract words tend to be general. They concern ideas rather than things, the intangible rather than the tangible. Their value is their ability to communicate thoughts, feelings, and opinions. Most of your essays (in high school, in college, and on the SAT) will be about ideas rather than things. Your thesis statement is probably going to be an observation about an idea, a principle, a theory, or a belief—in other words, something abstract.

Essays that discuss only concrete topics—such as a car, a piece of jewelry, or a friend who moved away—and that never present any abstract ideas about those concrete things will probably not effectively connect to your audience. For example, your friend who moved away is important to you, but until you *connect* that event in the reader's mind with an *abstract idea*, such as loneliness, or loss, or loyalty, that friend's absence doesn't mean much to the reader. Similarly, a ring that you inherited from your grandmother is precious to you, but it's not precious to your reader until you write of it in terms of its sentimental value, your family's heritage, your grandmother's generosity, or your love for her—all of which are abstract concepts. The best essays are about *ideas*, and you should develop them with appropriate concrete illustrations to clarify your position on those ideas.

A frequent observation among teachers of writing (and readers of examination essays) is that student writers do not provide enough concrete illustrations. They rarely feel that a student essay has too many facts. How can you, as a writer, be sure that you have enough concrete information in your essay? For example, read this opening paragraph from E. B. White's essay "Once More to the Lake," and observe his use of abstract language (underlined> and concrete illustrations (in italics):

"One summer, along about *1904*, my father rented a camp on *a lake in Maine* and took us all there for *the month of August*. We all got *ringworm from some kittens* and had to rub *Pond's Extract* on *our arms and legs night and morning*, and my father rolled over in a canoe with *all his clothes on*; but outside of that the vacation was a success and from then on none of us ever thought there was any place in the world like *that lake in Maine*. We returned summer after summer—always *on August 1st for one month*. I have since become a salt-water man, but sometimes in summer there are days when the restlessness of the *tides* and fearful cold of the *sea water* and *incessant wind that blows across the*

afternoon and into the evening make me wish for the placidity of a lake in the woods. A few weeks ago this feeling got so strong I bought myself *a couple of bass hooks and a spinner* and returned to the lake where we used to go, for *a week's fishing* and to revisit old haunts.”

White's abstract ideas, especially success and placidity, are well illustrated by the many concrete details he provides (again, in italics). Although you may not consider a month of camping by a lake in Maine to be a successful family vacation—you might prefer an amusement park or a city's museums and theaters—you still know exactly what White is talking about and his opinion on that subject. How much less satisfying this paragraph would be if he had written the following:

“My father used to take us on vacation, but we all got sick and he fell in the water. Even so, we had a good time. We always used to go to the same place around the same time of year. After I grew up I liked other things, but sometimes I miss the old family place, so I got some old fishing gear and went back.”

Obviously, the ability to manage abstract and concrete language makes a tremendous difference in the success of White's writing here.

A point worth noting is that proper nouns (i.e., those that begin with capital letters) and numbers are very concrete. The presence of such concrete language, when possible, gives your writing specificity—which makes your writing more interesting.

Example Exercise: Rewriting Sentences Using Concrete Language

For each of the abstract statements below, rewrite the sentence and make it more concrete by providing specific language.

1. What we did yesterday afternoon was lots of fun.

Rewrite:

2. I have strong feelings about the attitude you are expressing on that topic.

Rewrite:

3. That is my favorite performer singing that song on the radio.

Rewrite:

4. That book is the most amazing thing I have ever read.

Rewrite:

5. When my friend told me her news, I thought she was the luckiest girl in the world.

Rewrite:

6. If you want to be healthy, you have to take care of yourself.

Rewrite:

POSSIBLE REWRITES THAT IMPROVE THE ORIGINAL SENTENCES

Following are some possible revisions of the preceding sentences. Yours will certainly be quite different, depending on what concrete details you have included. In these sample responses, the concrete details are printed in italics.

1. **Original:** What we did yesterday afternoon was lots of fun.
Rewrite: *The trip to the mall and the ride on the roller coaster* were lots of fun.
2. **Original:** I have strong feelings about the attitude you are expressing on that topic.
Rewrite: I feel very *worried* when I hear *how stubbornly you defend the bullies who tease children*.

3. **Original:** That is my favorite performer singing that song on the radio.
Rewrite: That is my favorite singer, *Enya*, singing “A Day Without Rain” on the radio.
4. **Original:** That book is the most amazing thing I have ever read.
Rewrite: Of all the books I have ever read, *The Samurai’s Garden* best showed me *how selfless love can be*.
5. **Original:** When my friend told me her news, I thought she was the luckiest girl in the world.
Rewrite: When Louisa told me *that she had won a basketball scholarship*, I thought she was the luckiest girl in the world.
6. **Original:** If you want to be healthy, you have to take care of yourself.
Rewrite: If you want to be healthy, you have to eat *fruits and vegetables*, get at least *a half hour of exercise every day*, and *sleep seven hours a night*.

Sample Essays

The rest of this chapter offers examples from students that illustrate every possible score. Although all of the sample essays were *handwritten* by students, they are shown *typed* here, in boxes, for ease of reading. However, we are presenting one in handwriting to remind you that it is important to write legibly and clearly. The essays have been typed *exactly* as each student wrote his or her essay, without any corrections to spelling, punctuation, or paragraph breaks.

The following is a sample prompt:

Think carefully about the issue presented in the following excerpt and the assignment below.

Some people believe that there is only one foolproof plan, perfect solution, or correct interpretation. But nothing is ever that simple. For better or worse, for every so-called final answer there is another way of seeing things. There is always a “however.”

Assignment: Is there always another explanation or another point of view? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.



Automated Score

To receive an automated score for your response to this essay question, check out *The Official SAT Online Course* at www.collegeboard.com/satonlinecourse.

Essay #1: This essay received a score of 6.

Part A (Writing Sample)

Begin your composition on this side. If you need more space, continue on the reverse side.

I admit, ^{with pride,} that I am a perfectionist ~~with pride~~. I see it as the force which motivates me to achieve high goals: I owe my good grades, my success as a dancer as well as my organized room to my drive to be perfect. However, others view my perfectionism as a flaw. Others see me crying over the "B+" I received on the math test and blame my "emotional instability" as they call it, on my [?] perfectionism. Whether ^{one considers} it is a vice or a virtue depends on ~~the~~ his or her point of view.

May is AP test season and for me that means severely high levels of stress. I could be spotted walking down the halls of the school with my Barron's AP World History book under my right arm and a high lighter in my pocket. It was imperative that I study hard enough to receive a grade of "5" on the test. ~~How~~ All my stressing and constant studying gave me ~~me~~ dark circles under my eyes.

Continue on the reverse side if necessary.

Continuation of Part A (Writing Sample) from reverse side. Write below only if you need more space.

Page 3

and a ~~staring~~ head cold. ~~The~~ One day, shortly before the test, ~~one~~ of my french teacher approached me and asked me if I was alright. I explained that I was just tired and stressed from studying for AP. She paused when I finished speaking. Then she stared me straight in the eye and said, "Everyone chooses their own poison." I was dumbfounded. What did she mean? Then it dawned on me; she sees my drive for perfection in the spring that feeds my ultimate downfall. My perfectionism is my vice, according to her and yet all this time I thought it was my greatest virtue.

Now I understand that my perfectionism is not "all good"; it was after all responsible for the lack of plenty of sleep as well as being responsible for my head cold. However, I maintain that it is not "all bad" either. I continued to study for the AP World History test ~~and~~, although the scores are not back yet, I have a hunch I did well on it. So is perfectionism a vice or a virtue? It depends on whom you are talking to.

WHY ESSAY #1 RECEIVED A SCORE OF 6

This response demonstrates *clear and consistent mastery* by insightfully exploring the writer's drive for perfectionism. The writer effectively develops the position that whether another person considers this perfectionism "a vice or virtue depends on his or her point of view." This response demonstrates *outstanding* critical thinking by not only describing the writer's own intense motivation and the resulting physical and emotional strain, but also by providing examples of ways that others negatively see the writer's drive ("Others see me crying over the 'B+' I received on the math test and blame my 'emotional instability,' as they call it, on my perfectionism." "My perfectionism is my vice, according to her and yet all this time I thought it was my greatest virtue").

By considering others' viewpoints, the writer is able to look more objectively at his or her motivation. ("Now I understand that my perfectionism is not 'all good,' it was after all responsible for the lack of plenty of sleep as well as being responsible for my head cold. However, I maintain that it is not 'all bad' either.") This well-organized essay smoothly moves from one idea to the next, demonstrating a clear coherence. Using a varied, accurate, and apt vocabulary, the essay exhibits the skillful use of language and demonstrates a meaningful variety in sentence structure ("May is AP test season and for me that means severely high levels of stress. I could be spotted walking down the halls of the school with my *Barron's AP World History* book under my right arm and a highlighter in my pocket. It was imperative that I study hard enough to receive a grade of '5' on the test"). This *outstanding* response scored a 6.

Essay #2: This essay also received a score of 6.

There is always a "however." Each situation has its benefits and its drawbacks. In the field of market finance, we find a compelling example that supports this thesis.

The Roaring Twenties was a decade during which the American economy saw a rapid boom. In fact, America's bull markets, such as the New York Stock Exchange had become so financially inviting by 1927 that even America's middle class poured its money into America's financial forums. Unfortunately, on October 4, 1929 the Booming Twenties came to an abrupt halt when the New York Stock Exchange crashed.

The Crash had many negative consequences. Most notably, the stock market crash of 1929 launched America into the Great Depression, a time of starvation and unemployment for millions of American citizens. The widespread optimism of the 1920's quickly turned into an almost suicidal pessimism. Indeed, the Great Depression represents a crippling consequence of the stock market crash of 1929.

However, Franklin Delano Roosevelt established institutions and regulations to prevent future economic catastrophes. Cognizant of the Crash's causes, such as pool corruption, overpriced stock values, and margin buying, Roosevelt implemented the Social Security Act, the FDIC, and stricter rules monitoring credit. His aggressive policies not only ameliorated the uncomfortable climate of the Great Depression, but also laid the groundwork for a safer, more successful economy.

The American public also realized the many positive results of the stock market crash of 1929. In particular, American citizens now have an entirely different fiscal outlook from the

one they had before the Crash. Speculators have proven to be more prudent and insightful, as they often research market trends before investing. Perhaps most importantly, American investors are not as easily swayed by popular optimism and eager advertisement.

While the stock market crash of 1929 was the embryo of the Great Depression, the Crash also set the foundation for a sounder economy. If we recognize the good and the bad of the Crash, we are destined to make fewer economic mistakes.

WHY ESSAY #2 RECEIVED A SCORE OF 6

In this *outstanding* essay, the writer develops insightfully the main idea that “Each situation has its benefits and its drawbacks” by focusing on how the tragedy of the 1929 stock market crash and the Great Depression necessitated changes that led eventually to a sounder national economy. This response demonstrates *outstanding* critical thinking by demonstrating that while the 1929 Crash “launched America into the Great Depression,” it also motivated Franklin Delano Roosevelt to instigate changes that “laid the groundwork for a safer, more successful economy” and provided Americans with valuable financial lessons.

Paragraphs two and three describe the devastation that followed the crash of the 1920s’ booming economy. Paragraphs four and five explore the idea that while the Great Depression was a time of “almost suicidal pessimism,” positive actions were taken to ensure that such a catastrophe would not occur again.

This well-organized essay uses clearly focused and appropriate details to demonstrate a smooth progression of ideas. Using a varied, apt, and accurate vocabulary, the writer exhibits a skillful use of language. (“The American public also realized the many positive results of the stock market crash of 1929. In particular, American citizens now have an entirely different fiscal outlook from the one they had before the Crash.”) This essay demonstrates *clear and consistent mastery* and scored a 6.

Essay #3: This essay received a score of 5.

The statement "There is always a 'however'" is extremely accurate, for most things in life come with conditions. Most of the time it is not always as easy as saying that you want to do something and then doing it, or saying that you want something and then getting it. There is always some sort of condition or stipulation set by someone else that you must follow. This word 'however' is especially relevant to teenagers, whose parents and teachers take advantage of it to spoil whatever plans or ideas they may have had.

Take for example a typical teenage boy who has just been assigned a project to do in his history class. The teacher begins the assignment with, "You have full freedom to choose the topic of your project." And here marks the entrance of the dreadful 'however.' The teacher continues, "HOWEVER, the project must have some relevance to the current situation in the Middle East." The boy's head, which had previously been swimming with ideas, was now drained of all topics, for he had no clue what was happening in the Middle East. Then the boy finally comes up with a topic and goes to discuss it with his teacher. The teacher begins, "That is a very intelligent and well thought out idea." The boy is elated, but then that word rears its ugly head. The teacher continues, "HOWEVER, it is not relevant enough to the situation at hand." And that one word has singlehandedly ruined that boy's day.

Another example would be a teenage girl getting ready for a night out with her friends. She is just about to walk out the door when her mother begins, "Your outfit is very lovely." Automatically the girl becomes suspicious. The mother continues,

"HOWEVER, I cannot let you leave this house wearing it." The girl changes her outfit and returns when her mother begins again, "You may take my car." The girl is excited, for she was afraid she would have to walk. Then the mother continues, "HOWEVER, you must bring it back by 9:30." And the girl's evening plans are cut short and her night is ruined.

The word however is very powerful. It has the ability to ruin entire days and nights when used incorrectly. The modern teenager especially feels the harsh usage of 'however', for his or her teachers and parents always make some sort of condition or stipulation on every activity that he or she wants to participate in.

WHY ESSAY #3 RECEIVED A SCORE OF 5

In this essay, the writer develops effectively the main idea that parents and teachers use the word *however* to destroy the plans of the modern teenager by making "some sort of condition or stipulation on every activity that he or she wants to participate in." The essay demonstrates strong critical thinking by providing four appropriate, focused examples of instances when an initial offer from an adult is ruined by a subsequent "however."

This focused response is well organized, moving easily from example to example and demonstrating a progression of ideas. The writer consistently exhibits facility in the use of language and demonstrates variety in sentence structure. ("The teacher continues, 'HOWEVER, the project must have some relevance to the current situation in the Middle East.' The boy's head, which had previously been swimming with ideas, was now drained of all topics, for he had no clue what was happening in the Middle East.")

To receive a score of 6, this response needs to demonstrate *outstanding* critical thinking by using the evidence more insightfully to develop the position instead of simply providing one example after another. Overall, this *effective* response demonstrates *reasonably consistent mastery* and is scored a 5.

Essay #4: This essay also received a score of 5.

There is always a "however." Is it not true that every little situation in life seems to always have some sort of a catch to it? Whether it be a "but", or "however"; or even "one more thing", everything seems to come already attached to something else. There is this one episode of the TV show "Friends", where Joey challenges Phoebe to find and act on a perfectly selfless deed. Just one little example is all she had to find, but as we see through her search, finding a selfless deed is not as easy as it may sound. This also relates to the infamous Holden Caulfield of J.D. Salinger's "Catcher in the Rye" In Holden's search for "true people", he continuously ends up disappointed, finding faults with every person he meets and placing them under his "phony category" And in this crazy world of today we all strive to achieve and "get ahead", but with each thing that one person gains, it becomes unavailable for another

In Phoebe's quest to find a selfless deed, she finds it almost impossible to prove Joey wrong as with every good deed that we perform, we feel good about ourselves. Even if the deed is a total sacrifice onto yourself, you end up feeling better about you as a person, and how you helped mankind just a little. And so this "however" permeates each and every aspect of our lives, even managing to butt in to self sacrifices, good deeds, and random acts of kindness.

In Holden's case he finds the "however" in everything. Seeing lawyers not as protectors of justice and the law, but rather as greedy people who love the thrill and power of conducting themselves within the law. Holden manages to find the "phony"

in everyone, and hurts himself by never seeing the good in people.

While this "however" might exist and be found to intertwine itself in most situations of life, we as humans can't dwell on it. Because to dwell on all the "buts" and "howevers" of life, would only bring negative and depressing feelings. With everything in life, you can gain something, but in consequence, someone else will lose what you gain. It is an ongoing cycle called life. Life is a tryout, an audition, an application, and as long as you try your best and at least try to avoid the "howevers", you should be okay.

WHY ESSAY #4 RECEIVED A SCORE OF 5

This response demonstrates *reasonably consistent mastery* by developing effectively the point of view that “every little situation in life seems to always have some sort of a catch to it.” The writer demonstrates strong critical thinking by selecting two appropriate examples of how a character’s search for “truth” is, for different reasons, unsuccessful because of a “however.” The writer uses an episode of *Friends* to illustrate the idea that, because there is always an attachment to the gratification from helping others and performing “good deeds,” perfectly selfless acts do not exist. The response also explores how Holden Caulfield’s focus on the negative aspects of people prevents him from ever “seeing the good in people” or finding “true people.”

The writer concludes by acknowledging the inevitability of “howevers” and “buts” in the life cycle and advocates not letting them become distractions from the positive aspects of life. There is a variety in sentence structure. (“Just one little example is all she had to find, but as we see through her search, finding a selfless deed is not as easy as it may sound. This also relates to the infamous Holden Caulfield of J. D. Salinger’s ‘Catcher in the Rye’ In Holden’s search for ‘true people,’ he continuously ends up disappointed, finding faults with every person he meets and placing them under his ‘phony category’.”)

To receive a score of 6, this essay would have to exhibit a stronger organizational structure and smoother progression of ideas by focusing on fully developing one example before moving to the next. This *effective* essay scored a 5.

Essay #5: This essay received a score of 4.

I most certainly agree with the thesis "There is always a 'however.'-" Both history and literature bear witness to the undeniable fact that no matter how a situation may seem, there will always be another factor to consider that may shed a new light on the circumstance

The conclusion of the Second World War can perhaps exemplify this maxim. Although the Allied powers reigned triumphant over fascism, there was a "however" that would perhaps mar their victory. This "however" was the establishing threat of Communism. Despite the colossal victory the Allies had achieved, there was still another aspect, a "however" that was inevitable

Literature as well is a testament to this thesis, as evidenced by the tragic play of Romeo and Juliet. Overcoming almost insurmountable odds, the scion and daughter of family rivalries fall in deep and true love. "However," their love is offset by the consuming hatred between their families. Although the situation as in the end of World War II seemed hopeful and bright, there are always "however" that offset the circumstances

As both history and great works of literature attest to, there can be no consummately perfect (or disastrous) situation without at least one "however." This statement is indeed proven veritable.

WHY ESSAY #5 RECEIVED A SCORE OF 4

This response demonstrates *adequate mastery* by developing the point of view that “Both history and literature bear witness to the undeniable fact that no matter how a situation may seem, there will always be another factor to consider that may shed a new light on the circumstance.” The writer demonstrates competent critical thinking by selecting two adequate examples to illustrate situations that seem “hopeful and bright” but are clouded by the inevitable “however.” Paragraph two discusses how the “colossal victory the Allies had achieved” at the end of World War II was marred by the “threat of Communism.” Paragraph three briefly discusses Romeo and Juliet’s forbidden love.

The response is generally focused and demonstrates some progression of ideas and coherence. The writer exhibits adequate facility in the use of language and displays some variety in sentence structure. (“Although the Allied powers reigned triumphant over fascism, there was a ‘however’ that would perhaps marr their victory. This ‘however’ was the establishing threat of Communism. Despite the colossal victory the Allies had achieved, there was still another aspect, a ‘however’ that was inevitable.”) Although this response is *competent*, to achieve a higher score, the writer would need to develop the point of view more effectively by demonstrating clearer focus and providing more detailed evidence. This essay scored a 4.

Essay #6: This essay also received a score of 4.

Rarely in life is there a situation where only one answer is correct. In fact, even assuming there is only one right often leads to an ill thought out decision. Sometimes the best way to learn is to find the "however" and persue all possible answers to the fullest extent.

This is a lesson I learned in my English class this year. As we read in books, we would want to have discussions about their meaning and their implications in our lives. These discussions led to many heated debates on various topics throughtout the year. At first, my classmates and I would become angry at each other for disagreeing and at the teacher for structur- ing his lessons so these arguments would occur. But then my perspective changed. I came to class one day unsure of how I felt on the topic. As I sat in class I listened to each argu- ment, trying to learn what the correct answer was. Eventually I found my own feelings on the subject, but I also found some- thing else. There really was no "right" answer, and my opinion was strengthened by being tested by opposing views.

As the year went on many of my classmates seemed to real- ize this as well. English remained a debate, but not an angry one. It became a time to share your perspective while listening to the others' "howevers."

WHY ESSAY #6 RECEIVED A SCORE OF 4

This *competent* response develops the point of view that “Sometimes the best way to learn is to find the ‘however’ and pursue all possible answers to the fullest extent.” The writer demonstrates competent critical thinking by focusing on an adequate, personal example to support the position. The response describes the change from the writer’s initial anger with other points of view in class to an understanding that his or her own “opinion was strengthened by being tested by opposing views.”

This essay is generally organized to chronicle the shift in the writer’s position and therefore demonstrates a progression of ideas. Using generally appropriate vocabulary, the writer exhibits adequate facility in the use of language. (“These discussions led to many heated debates on various topics throughout the year. At first, my classmates and I would become angry at each other for disagreeing and at the teacher for structuring his lessons so these arguments would occur.”)

However, to receive a higher score, this writer would need to develop the position more effectively by discussing in further depth the ways the example supports the point of view, in addition to retelling the anecdote. Thus, this response demonstrates *adequate mastery* and scored a 4.

Essay #7: This essay received a score of 3.

The statement "There is always a however" suggests that there is always another explanation or point of view. However there is not always another explanation or point of view. In many cases there is only one solution to a problem, no matter how one looks at it. Because of this, the statement "There is always a however" is a false statement despite the fact that it may be seen as true by some people.

The statement is not true in mathematical equations. If a teacher were to ask for the answer to the problem one plus one, the answer would be two. In this case there is no however. The answer is two and there is no other answer.

The statement is also false in certain physical aspects of life. If someone were to pitch a baseball and the batter did not hit it, you could say the batter did hit it because it is completely evident that he didn't. There is no however.

The term "however" certainly applies to aspects of life, but not all of them and therefore not always. Because of those times where it doesn't apply the statement, "There is always a however" is false.

WHY ESSAY #7 RECEIVED A SCORE OF 3

This response demonstrates *developing mastery* by asserting the point of view that "in many cases there is only one solution to a problem, no matter how one looks at it." The writer demonstrates some critical thinking by attempting to prove that "the statement 'There is always a however' is false."

Although the writer attempts to support the main idea, evidence provided is too limited and repetitive to be adequate ("If a teacher were to ask for the answer to the problem one plus one, the answer would be two. In this case there is no however. The answer is two and there is no other answer.").

To receive a higher score, this essay needs to demonstrate clearer focus and stronger critical thinking by developing the position further. Therefore, the essay remains in the *inadequate* category and scored a 3.

Essay #8: This essay received a score of 2.

“There is always a ‘however.’” This statement is true. It means that a second explanation is always possible. Also, it tells us that the truth is not always easy to see. This is easy to see in *The Great Gatsby*, by F. Scott Fitzgerald.

In this novel, Jay Gatsby has devoted the last five years of his life to the woman he loves, named Daisy Fay. Due to the class status of Gatsby, he can not marry Daisy when he wants to. He then becomes determined to get wealthy and pursue his love. Later in life, when he becomes rich and meets Daisy, the two fall back in love. However, Gatsby became a mobster in order to get wealthy. Upon finding this information, Daisy realizes that Gatsby is not the man she wants to marry.

To conclude, Daisy wanted to marry Gatsby, but he was not wealthy. When he became wealthy, they could not marry, because he became a mobster.

WHY ESSAY #8 RECEIVED A SCORE OF 2

This *seriously limited* essay begins to develop the point of view that “the truth is not always easy to see,” but it provides only one vague and insufficient example to support this position. Although the writer does demonstrate some critical thinking by selecting the appropriate example of Jay Gatsby’s deception, the response lacks the focus and organization necessary to exhibit coherence and a progression of ideas.

Further, the response displays little facility in the use of language, using a limited vocabulary. (“However, Gatsby became a mobster in order to get wealthy. . . . Daisy wanted to marry Gatsby, but he was not wealthy. When he became wealthy, they could not marry, because he became a mobster.”) To receive a higher score, this essay would need to exhibit more facility in the use of language and demonstrate stronger critical thinking by providing more relevant evidence to support the point of view. Consequently, this response demonstrates *little mastery* and scored a 2.

Essay #9: This essay received a score of 1.

There is always a "however" in any point of view. The idea can be quite complex in different situations. Knowing the possibility of a "however" in an important instance can be helpful, unpleasing or both. The importance of another possible explanation or point of view has helped many things such as medicine, advance.

When researchers and doctors began the challenge to explore Parkinson's Disease, they found themselves always questioning the other explanation, or asking to find a different. When American doctors became aware of a mysterious case in California,

WHY ESSAY #9 RECEIVED A SCORE OF 1

This brief response is fundamentally lacking. Although the response attempts to develop a point of view ("There is always a 'however' in any point of view."), there is little evidence provided to support this position. The sparse support is incomplete and simply too limited to be organized or focused, resulting in an incoherent essay. Vocabulary is vague ("Knowing the possibility of a 'however' in an important instance can be helpful, unpleasing or both.") and fails to further the progression of ideas. To achieve a higher score, this response would have to exhibit a clearer focus and provide further evidence to support its position. Thus, this response demonstrates only *very little mastery* and scored a 1.

CHAPTER 10

Identifying Sentence Errors

When you're writing and making revisions, being able to find mistakes in sentences is one of the most important skills you can have. Even writers who know the rules of good written English may need to correct mistakes while they're making revisions. To clearly express your written ideas, you must know grammar, usage, word choice, and idioms.

The following box provides the directions and the example that will appear in the section on Identifying Sentence Errors.

The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

Example:

The other delegates and him immediately

A B C

accepted the resolution drafted by the

D

neutral states. No error

E

(A) ● (C) (D) (E)

Here's another example. This one includes an explanation to help you understand the reasoning behind the correct answer.

EXAMPLE

In the following question, you are asked to identify the grammatical error.

It is likely that the opening of the convention center,
previously set for July 1, would be postponed
 A B C
because of the bricklayers' strike. No error
 D E

Answer: The correct answer is (C).

Explanation: Choice (C), “would be,” is the wrong tense of the verb in this sentence. The sentence concerns when the convention center is going to open. This is a time in the future, either July 1 or later if there is a strike. Because the opening will definitely take place, the future tense, “will be,” is needed. “Would be” (which is the conditional tense) indicates only that an event *might* happen.

Approaches to Identifying Sentence Errors

The questions in this section are different from most other multiple-choice questions. For Identifying Sentence Errors, you will have to choose the answer that contains a *mistake*. Here are some approaches to try as you work through Identifying Sentence Errors.

- ▶ *Read each sentence quickly but carefully.* The error may be obvious as soon as you see it.
- ▶ *Consider each question as a cluster of true-false questions, each to be considered separately.* Only one can be false, and that is the one containing the error. If there are no false responses, the answer is (E)—no error.
- ▶ *Read aloud, if possible, during your practice sessions.* You won't be able to do this during the actual test, of course. If you read aloud, you may hear the error immediately. Keep in mind, however, that the rules for written English are stricter than those for everyday spoken English.
- ▶ *Examine the underlined choices A to D.* Consider which kind of correction may be needed for each one (and refer to the table in Chapter 8 on “Characteristics of Effective Writing”).
- ▶ *Develop the habit of looking for the most common mistakes people make in grammar:* subject/verb agreement, pronoun agreement, and adjective/adverb confusion.
- ▶ *Look for errors in idiom—words or phrases that are particular to our language because of what they mean when used together.* We say that we listen *to* someone, not listen *at* someone or *by* someone; a song is *by* a composer, not *from* a composer. We say at the top *of* the hill, not at the top *on* the hill.

- *Remember that some sentences have no error.* Don't spend time looking for what is not there. Mark (E), No error, on your answer sheet if you believe the sentence is correct as written.
- *Correct errors even in questions for which you have only to identify the error.* As you practice, correcting the error may help you keep in mind the language principles.
- *Move quickly through questions about Identifying Sentence Errors.* The other kinds of questions—Improving Sentences (Chapter 11) and Improving Paragraphs (Chapter 12)—will likely take more time.
- *Mark questions in your test booklet that you've skipped.* Then you can return to them later.

Writing Exercise: Avoid Dangling Participles

To improve your writing, make sure you avoid using participial phrases that have no subject; they are a frequent cause of confusion.

Quick Grammar Review: Participles

Participles are verb forms that function as adjectives. In the present tense, participles always end in “-ing” (e.g., *laughing*, *falling*, *gusting*). In the sentence “The *laughing* child played with the *falling* leaves that the *gusting* breeze shook loose from the *quivering* branches,” the italicized words are all present participles, and they describe nouns, which are underlined. These are the present participles of the verbs *laugh*, *fall*, *gust*, and *quiver*.

In the past tense, participles often end in -ed, -en, or -t (e.g., *cooked*, *washed*; *broken*, *written*; *spent*, *lost*), and some are irregular (e.g., *bought*, *wrung*). In the following sentences, the past participles are again italicized, and they describe nouns, which are again underlined:

- Raw vegetables are more nutritious than *cooked* ones.
- The newly *washed* car glistened in the afternoon sunshine.
- The jury had a hard time ignoring the *written* proof of the defendant's alibi.
- He had nothing to show for his road trip but receipts for all his *spent* money.
- *Lost* opportunities rarely come around a second time.
- You have to declare the value of all the *bought* goods you bring home from your trip.
- Tightly *wrung* laundry will dry faster but will need more ironing.

These are past participles of the verbs *cook*, *wash*, *write*, *spend*, *lose*, *buy*, and *wring*.

Quick Grammar Review: Participial Phrases

A group of words that begins with a participle is known as a participial phrase. Because participial phrases are adjectives, they are used to modify nouns. Because they are verbs, they need subjects. Read this sentence and see if you detect a problem in its clarity:

Tourists see statues of many famous patriots walking along Boston’s Freedom Trail.

It appears that the statues are walking, not the tourists. In English, modifiers are usually placed as close as possible to the words they describe, so this sentence should read:

Tourists walking along Boston’s Freedom Trail see statues of many famous patriots.

Example Exercise: Rewriting Sentences to Improve the Participial Phrase’s Location

Revise each of the following sentences so that the participial phrase’s location does not cause confusion. The first six are present participles; the last four are past participles.

1. I thought I heard a strange rattle driving my car.

Rewrite:

2. Strumming on his guitar, we suddenly remembered where we had seen this folk singer before.

Rewrite:

3. I turned the corner and bumped into an elderly gentleman paying no attention to where I was going.

Rewrite:

4. Orbiting between Mars and Jupiter, research astronomers discovered a new group of asteroids.

Rewrite:

5. I saw a long line of traffic looking both ways before I tried to cross the street.

Rewrite:

6. The caterer served refreshments to the guests wearing a frilly white apron.

Rewrite:

7. Raised in an open field without any pesticides, I prefer vegetables and fruits.

Rewrite:

8. Cooked too long, she thought the pasta did not taste good any more.

Rewrite:

9. Spiced with Italian herbs, I had never tasted anything quite like Imelda's salad.

Rewrite:

10. Wrapped in brightly colored paper, Mickey tore open the birthday present.

Rewrite:

POSSIBLE REWRITES THAT IMPROVE THE ORIGINAL SENTENCES

In the following rewritten sentences (others are possible), the participial phrase is italicized and the noun it describes is underlined. In each case, the participial phrase describes that noun and is located as close to it as the sentence will allow.

1. *Original:* I thought I heard a strange rattle driving my car.

Rewrite: *Driving my car,* I thought I heard a strange rattle.

Rationale: The strange rattle was not driving the car. Relocating the participial phrase so it is next to the word *I* removes that confusion. The sentence "While I was driving my car, I thought I heard a strange rattle" is a perfectly good English sentence; it does not use a participial phrase.

2. *Original:* Strumming on his guitar, we suddenly remembered where we had seen this folk singer before.

Rewrite: *Hearing the folk singer strumming on his guitar,* we suddenly remembered where we had seen him before.

Rationale: Whatever revised sentence you write, be sure that you do not make it sound like "we" were strumming on the guitar.

3. **Original:** I turned the corner and bumped into an elderly gentleman paying no attention to where I was going.
Rewrite: *Paying no attention to where I was going, I* turned the corner and bumped into an elderly gentleman.
Rationale: Who was paying no attention? It is not the elderly gentleman, so the participial phrase cannot be placed next to “gentleman.”
4. **Original:** Orbiting between Mars and Jupiter, research astronomers discovered a new group of asteroids.
Rewrite: Research astronomers discovered a new group of asteroids orbiting between Mars and Jupiter.
Rationale: The original sentence says that the astronomers were orbiting between Mars and Jupiter. It’s more likely that the asteroids were.
5. **Original:** I saw a long line of traffic looking both ways before I tried to cross the street.
Rewrite: *Looking both ways before I tried to cross the street, I* saw a long line of traffic.
Rationale: Is the traffic looking both ways? Place the participial phrase by the noun (in this case, pronoun) it actually describes.
6. **Original:** The caterer served refreshments to the guests wearing a frilly white apron.
Rewrite: The caterer, wearing a frilly white apron, served refreshments to the guests.
Or: *Wearing a frilly white apron, the caterer* served refreshments to the guests.
Rationale: The original sentence makes it sound like only guests wearing frilly white aprons received refreshments. Probably the apron belonged to the caterer, so relocate the participial phrase to a position near the noun it describes.
7. **Original:** Raised in an open field without any pesticides, I prefer vegetables and fruits.
Rewrite: I prefer vegetables and fruits raised in an open field without any pesticides.
Rationale: It is not the subject “I” who was raised in a field, but the vegetables and fruits. Rephrase the sentence so that point is clear.
8. **Original:** Cooked too long, she thought the pasta did not taste good any more.
Rewrite: She thought the pasta, cooked too long, did not taste good any more.
Rationale: “She” was not cooked too long; the pasta was. Placing the participial phase next to “pasta” will correct that misstatement. You can also write, “Because the pasta was cooked too long, she thought it did not taste good any more.” This is also accurate, but there is no participial phrase in this version.

9. **Original:** Spiced with Italian herbs, I had never tasted anything quite like Imelda's salad.

Rewrite: I had never tasted anything quite like Imelda's salad, which was *spiced with Italian herbs*.

Rationale: "I" am not spiced with Italian herbs, so the sentence needs rewriting. Place the descriptive participial phrase near the word it describes.

10. **Original:** Wrapped in brightly colored paper, Mickey tore open the birthday present.

Rewrite: Mickey tore open the birthday present *wrapped in brightly colored paper*.

Rationale: Although it is possible that Mickey was wrapped in brightly colored paper, it is much more likely that the birthday present was. Placing the participial phrase near "present" will make that clear.

In several of these examples, you might have revised the sentence and removed confusion by some means other than relocating the participial phrase. That's perfectly fine. The lesson here is to recognize when the participial phrase is badly located and to take steps to correct the problem.

Sample Questions

The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

Example:

The other delegates and him immediately

A B C

accepted the resolution drafted by the

D

neutral states. No error

E

(A) ● (C) (D) (E)

1. The bright fiberglass sculptures of Luis Jimenez has received critical

A

B

acclaim not only in his home state, New Mexico, but also in New York.

C

D

No error

E

2. Even with a calculator, you must have a basic understanding of

A

B

mathematics if one expects to solve complex problems correctly. No error

C

D

E

3. People who dislike cats sometimes criticize them for being aloof and

A

B

independent; people who are fond of cats often admire them for the same

C

D

qualities. No error

E

4. The decision that has just been agreed with by the committee members

A

B

should serve as a basis for their work in the years to come. No error

C

D

E

Answers and Explanations

1. The bright fiberglass sculptures of Luis Jimenez has received
 A B
 critical acclaim not only in his home state, New Mexico, but also in
 C D
 New York. No error
 E

Keep in Mind

Read the entire sentence. The answer might be immediately apparent because the error is a common one of punctuation or grammar.

Answer: The correct answer is (B).

Explanation: The problem with this sentence lies in (B): the subject of the sentence, “sculptures,” is plural and requires the plural verb “have received.”

The other choices are all correct:

- The word “bright” in choice (A) is used properly as an adjective.
- In (C), “not only” is part of the combination “not only . . . but also.”
- The preposition in (D), “in,” begins a phrase that effectively parallels the preceding phrase “in his home state.”

The best answer, then, is (B). The correct sentence reads: “The bright fiberglass sculptures of Luis Jimenez have received critical acclaim not only in his home state, New Mexico, but also in New York.”

2. Even with a calculator, you must have a basic understanding of
 A B
 mathematics if one expects to solve complex problems correctly.
 C D
No error
 E

Answer: The correct answer is (C).

Explanation: The first part of the sentence addresses “you.” Because this pronoun is not underlined, it cannot be changed, and subsequent pronouns must also use the second person. In (C), the third-person pronoun “one” is used incorrectly; choice (C) should be worded “you expect.”



Keep in Mind

While practicing, read sentences aloud if you can. The error may then become obvious.

Explanation: The error is the preposition used in choice (B). In the context of this sentence, the correct idiomatic expression is “agreed to” rather than “agreed with.” The other choices are correct:

- In (A), the verb phrase is acceptable.
- In (C), “for” appropriately completes the expression “basis for,” and “their” properly refers to the plural noun “members.”
- Choice (D) properly expresses the time reference in the sentence.

The correct sentence reads: “The decision that has just been agreed to by the committee members should serve as a basis for their work in the years to come.”

Recap

1. Consider each question as a cluster of true-false questions, each to be considered separately.
2. Read each sentence quickly but carefully, and the error may become obvious.
3. Read aloud during your practice sessions if possible.
4. Examine the underlined choices A to D; then think of which correction may be needed for each.
5. Develop the habit of looking for the most common mistakes people make in punctuation, grammar, and other areas.
6. Look for errors in idioms—that is, expressions whose meanings may not be clear from the individual words, but that mean something when used together.
7. Remember that some sentences have no error and that the correct answer may be (E), “No error.”
8. Correct errors when you practice, even if you are asked only to identify the error.
9. Move quickly through questions about Identifying Sentence Errors, because the questions on Improving Sentences and Improving Paragraphs will probably take more time.
10. Mark questions in your test booklet that you’ve skipped so you can go back to them later.

Practice Questions

The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

Example:

The other delegates and him immediately

A B C

accepted the resolution drafted by the

D

neutral states. No error

E

(A) ● (C) (D) (E)

- Since there is two pencils, a pad of paper, and a ruler on each desk, students
A
do not have to bring their own supplies. No error
B C D E
- Each time Caroline turns on her computer, she has to enter a company code, then
A
her initials, and then enters a password before she can begin working. No error
B C D E
- Flints found in the region extending from the Nile Valley to the highlands of eastern
A B
Iraq attests to the presence of people there as long ago as one hundred thousand
C D
years. No error
E
- By virtue of its size and supersensitive electronics, modern radio telescopes are able
A
to gather more waves and discriminate among them with greater precision than
B C D
earlier versions could. No error
E
- Delgado's dilemma was like many other young writers: he had to choose between
A B
assured publication in a student magazine and probable rejection by a popular
C D
magazine. No error
E

Answer Key

1. A
2. B
3. C
4. A
5. A
6. C
7. B
8. D



Additional practice questions can be found in *The Official SAT Online Course* at www.collegeboard.com/satonlinecourse.

CHAPTER 11

Improving Sentences

How careful a reader are you? The questions in this chapter look much like those in Chapter 10 (Identifying Sentence Errors). But they actually focus on a different skill: the ability to recognize and write clear, effective, accurate sentences. Many of the questions in this chapter deal with compound or complex sentences.

The following box provides the directions and the example that will appear on the test.

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

Example:

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
- (B) when she was sixty-five
- (C) at age sixty-five years old
- (D) upon the reaching of sixty-five years
- (E) at the time when she was sixty-five

(A) ● (C) (D) (E)

Here's another example. This one includes an explanation to help you understand the reasoning behind the correct answer.

EXAMPLE

Although several groups were absolutely opposed to the outside support given the revolutionary government, other groups were as equal in their adamant approval of that support.

- (A) were as equal in their adamant approval of
- (B) held equally adamant approval of
- (C) were equally adamant in approving
- (D) had approved equally adamantly
- (E) held approval equally adamant of

Answer: The correct answer is (C).

Explanation: Choice (C) is correct because it expresses the second part of the sentence in a way that is parallel to the first part. Two groups are being compared: groups “absolutely opposed to” and groups “equally adamant in.” Both phrases now have a common structure: an adverb modifying an adjective followed by a preposition.

Approaches to Improving Sentences

- *Read the entire sentence before you look at the choices.* Choice A is always the same as the original sentence, requiring no change, so you may see that the right answer is to leave the sentence unchanged.
- *Remember that the right answer will be the one correct version among the five choices.* This is different than what you were asked to do for Identifying Sentence Errors (Chapter 10).
- *Read each choice along with the entire sentence.* Don’t read the choices on their own.
- *Look for common problem areas in sentences.* These include noun/verb agreement, parallelism, placement of modifiers, and the use of relative clauses.
- *Read all five versions of the sentence aloud, if possible, while you’re practicing.* You will not be able to do this during the actual test, of course. Your ear may tell you what your eye initially misses.
- *Read more slowly than you normally do.* Our brains sometimes make automatic corrections that we don’t notice. Reading more slowly will help you pay closer attention.
- *Use your test booklet to help you by marking each question that you don’t answer.* Then you can easily find it later.

Writing Exercise: Using Parallelism

You can improve your writing enormously by using parallelism, which is simply using similar structures in a series. Because parallelism puts the content of a sentence

into a recognizable pattern, it's easier to understand a parallel sentence. For example, note the parallelism in these sentences:

- Hawaii is *famous* for its beautiful beaches, and Montana is *well known* for its majestic mountains.
- Sharon wanted to have the party *at her house* on Saturday night rather than *in a restaurant* on Sunday afternoon.

In the first sentence, Hawaii and Montana are the two subjects. They are both described with adjectives (which are italicized—i.e., *famous* and *well known*), and what they are famous and well known for in each case follows in a prepositional phrase (which is underlined). The parallelism extends to the fact that the noun in each prepositional phrase is preceded by an adjective:

Hawaii	is	<i>famous</i>	<u>for its beautiful beaches</u>	and
Montana	is	<i>well known</i>	<u>for its majestic mountains</u>	

How would you describe the parallelism of the second sentence?

Sharon wanted to have the party	(where?)	<i>at her house</i>
	(when?)	<u>on Saturday night</u>
rather than	(where?)	<i>in a restaurant</i>
	(when?)	<u>on Sunday afternoon</u> .

In general, try to balance a word with a word, a phrase with a phrase, and a clause with a clause. Within those patterns, if you want to be a careful writer, try to balance similar *types* of words—for example, adjectives with adjectives, prepositional phrases with prepositional phrases, or noun clauses with noun clauses. For example, notice the clumsiness of this sentence:

“On a hot day, I like swimming or to sit in the shade.”

Better, clearer ways to write this sentence would use parallel expressions:

“On a hot day, I like to *swim* or *sit* in the shade.”

“On a hot day, I like *swimming* or *sitting* in the shade.”

Often the parallelism involves items in a series:

“The telephone message was short, quiet, and what I couldn't understand.”

This sentence would be clearer if it had three adjectives (italicized):

“The telephone message was *short*, *quiet*, and *hard to understand*.”

Example Exercise: Rewriting Sentences Using Parallelism

Rewrite these sentences, using parallelism:

1. Our vacation plans include exploring the city, visiting old friends, and to spend a few days doing nothing at all.

Rewrite:

2. Sean had to choose between his brother's baseball game and going to his girlfriend's recital.

Rewrite:

3. I want to know when you are going to be home, where you will be if I need to call you, and the kind of transportation you are going to use to get there.

Rewrite:

4. A teacher needs patience and to be fair.

Rewrite:

5. I decided to buy the gift whether the store took credit cards or even making me pay cash.

Rewrite:

6. The legislature should approve the budget and can raise taxes if necessary.

Rewrite:

7. The movie was not entertaining or a pleasant experience.

Rewrite:

8. She is hoping for a career in medicine, law, or to be an engineer.

Rewrite:

9. I try to be honest, hardworking, and to pay attention to my friends.

Rewrite:

10. The produce in that store is fresh, well displayed, and costs too much.

Rewrite:

POSSIBLE REWRITES THAT IMPROVE THE ORIGINAL SENTENCES

In the following rewritten sentences, the parallel items are italicized, and an explanation follows each rewrite.

1. **Original:** Our vacation plans include exploring the city, visiting old friends, and to spend a few days doing nothing at all.

Rewrite: Our vacation plans include *exploring* the city, *visiting* old friends, and *spending* a few days doing nothing at all.

Rationale: The three parallel words are all *gerunds*—that is, verbs ending in -ing—that are doing the job of a noun: in this case, telling what the vacation plans include. Nouns often answer the question “what.” Gerunds look like present participles, which are also verbs ending in -ing, but participles do the work of an adjective, which is to describe a noun. If you want an even more thorough understanding of grammar, consider this: the gerund is not only a noun but is simultaneously performing as a verb. In this case, like the transitive verbs they are, each one takes an object (underlined): exploring the city, visiting old friends, and spending a few days.

2. **Original:** Sean had to choose between his brother’s baseball game and going to his girlfriend’s recital.

Rewrite: Sean had to choose between *his brother’s baseball game* and *his girlfriend’s recital*.

Rationale: The parallel items are in similar form: his brother’s *this* and his girlfriend’s *that*.

3. **Original:** I want to know when you are going to be home, where you will be if I need to call you, and the kind of transportation you are going to use to get there.

Rewrite: I want to know *when* you are going to be home, *where* you will be if I need to call you, and *how* you are going to get there.

Rationale: Basically “I” want to know three things: when, where, and how. Once you begin each phrase with one of those words, the rest of the phrase falls neatly into place: *when* you’re going be home, *where* you’ll be, and *how* you’ll get there.

4. **Original:** A teacher needs patience and to be fair.
Rewrite: A teacher needs *patience* and *fairness*.
Or: A teacher needs to be *patient* and *fair*.
Rationale: The teacher needs two qualities. It does not matter whether they are expressed as adjectives (i.e., *patience* and *fairness*) or infinitives (i.e., *to be patient* and [*to be*] *fair*). Either parallel expression is fine.
5. **Original:** I decided to buy the gift whether the store took credit cards or even making me pay cash.
Rewrite: I decided to buy the gift whether the store *took* credit cards or even *made* me pay cash.
Rationale: I decided to buy the gift whether the store did *this* or did *that*—*took credit* or (even) *made me pay*. You achieve the parallelism when you put both expressions into the same form, in this case, the past tense verb following the subject “store.”
6. **Original:** The legislature should approve the budget and can raise taxes if necessary.
Rewrite: The legislature should *approve* the budget and *raise* taxes if necessary.
Rationale: What two things should the legislature do? It should approve and it should raise. Each of those *verbs* has an object—*approve* the budget and *raise* (the) taxes.
 If you want to make two separate points, that the legislature should approve the budget and that the legislature can raise taxes if necessary, you would say that most clearly in two separate sentences, or by combining them into one complex sentence that has a subordinate clause: The legislature should approve the budget because it can raise taxes if necessary.
7. **Original:** The movie was not entertaining or a pleasant experience.
Rewrite: The movie was not *entertaining* or *pleasant*.
Or: The movie was neither *entertaining* nor *pleasant*.
Rationale: Two words tell what the movie was not: entertaining and pleasant. Those two adjectives would make the sentence parallel in structure. Also, remember that when you use the negative word *neither*, you must use the equally negative word *nor*. That pair of connectors emphasizes the parallelism of the sentence.
8. **Original:** She is hoping for a career in medicine, law, or to be an engineer.
Rewrite: She is hoping for a career in *medicine, law, or engineering*.
Rationale: The series following “in” tells of three choices, so they should be expressed in parallel structure: medicine, law, and engineering. Another possible parallel expression is to name the three professions: She is hoping to be a *doctor, a lawyer, or an engineer*.

9. **Original:** I try to be honest, hardworking, and to pay attention to my friends.
Rewrite: I try to be *honest, hardworking, and attentive* to my friends.
Rationale: What three qualities do “I” claim to have? I am hardworking, I am honest, and I am attentive. The parallel structure uses three adjectives rather than two adjectives and an infinitive verb (the form of the verb that begins with *to*), as in the original sentence.
10. **Original:** The produce in that store is fresh, well displayed, and costs too much.
Rewrite: The produce in that store is *fresh, well displayed, and too costly*.
Rationale: What three words describe the produce in that store? Fresh, well displayed, and too costly. Use these three adjectives to achieve parallelism.

Sample Questions

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

Example:

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
 - (B) when she was sixty-five
 - (C) at age sixty-five years old
 - (D) upon the reaching of sixty-five years
 - (E) at the time when she was sixty-five
- (A) ● (C) (D) (E)

-
1. Alice Walker, one of America's best-known writers, she has published both poetry and prose.
 - (A) writers, she has published
 - (B) writers, has published
 - (C) writers, and publishing
 - (D) writers since publishing
 - (E) writers when she published

 2. Consumers are beginning to take notice of electric cars because they are quiet, cause no air pollution, and gasoline is not used.
 - (A) cause no air pollution, and gasoline is not used
 - (B) air pollution is not caused, and gasoline is not used
 - (C) cause no air pollution, and use no gasoline
 - (D) causing no air pollution and using no gasoline
 - (E) air pollution is not caused, and no gasoline is used

 3. The convenience and availability of watercolor paint account for its popularity with amateur artists.
 - (A) account for its popularity
 - (B) account for their popularity
 - (C) accounts for its popularity
 - (D) is why it is popular
 - (E) are a reason for its popularity

Answers and Explanations

1. Alice Walker, one of America's best-known writers, she has published both poetry and prose.
- (A) writers, she has published
 - (B) writers, has published
 - (C) writers, and publishing
 - (D) writers since publishing
 - (E) writers when she published



Keep in Mind

Restating the subject with a pronoun is a common mistake. Usually the pronoun is both unnecessary and distracting.

Answer: Choice (B) is the correct answer.

Explanation: This sentence describes Alice Walker, one of America's best-known writers, who has published both poetry and prose. Choice (B) makes this correction so the sentence is written properly. Here's why each of the other choices is not the correct answer:

- Choice (A) is incorrect because the pronoun "she" is redundant. Simply dropping "she" will correct this problem.
- Choices (C), (D), and (E) are incorrect because they do not contain verb forms that produce grammatically complete sentences.

2. Consumers are beginning to take notice of electric cars because they are quiet, cause no air pollution, and gasoline is not used.
- (A) cause no air pollution, and gasoline is not used
 - (B) air pollution is not caused, and gasoline is not used
 - (C) cause no air pollution, and use no gasoline
 - (D) causing no air pollution and using no gasoline
 - (E) air pollution is not caused, and no gasoline is used



Keep in Mind

Parallelism is one sign of clear writing. When you see a pair or a series of items joined by *and* or *or*, make sure the grammatical structure is the same. The words, in most cases, should all be nouns, or all adjectives, or all verbs in the same tense.

Answer: Choice (C) is the correct answer.

Explanation: In this sentence, you must recognize that parts of a series separated by commas should parallel each other, as in the sentence produced by choice (C): Consumers are beginning to take notice of electric cars because they are quiet, cause no air pollution, and use no gasoline. Here's why each of the other choices is not the correct answer:

- In the original sentence and choice (A), the first two items in the series ("are quiet" and "cause") take the plural subject "they" and use active verbs, but the third item ("gasoline is not used") introduces a new subject and the passive voice. To follow the structure set forth by the phrase "they are quiet," the words "cause" and "use"—which also take "they" as their subject—should be used.

- Choices (B), (D), and (E) do not follow this parallel structure and so are incorrect.

3. The convenience and availability of watercolor paint account for its popularity with amateur artists.
- (A) account for its popularity
 - (B) account for their popularity
 - (C) accounts for its popularity
 - (D) is why it is popular
 - (E) are a reason for its popularity

Answer: The correct answer is (A).

Explanation: This sentence requires you to pay close attention to the plural subject. The original sentence is correct, so the answer is (A). Here's why each of the other choices is not the correct answer:

- In (B), the verb “account” correctly refers back to the plural subject “convenience and availability,” but the plural pronoun “their” is incorrect—what is popular is “watercolor paint,” not “convenience and availability.”
- In (C) and (D), the verb is singular rather than plural.
- In (E), the singular noun “reason” does not agree with the plural subject.



Keep in Mind

Singular and plural parts of your sentences should match. If your subject is plural, your verb should also be plural, for example. You might mark the subject with a *S* or a *P* to remind yourself that it is singular or plural.

Recap

1. Read the entire sentence before you look at the choices.
2. Remember that the right answer will be the one correct version among the five choices.
3. Read each choice along with the entire sentence; don't read the choices on their own.
4. Look for common problem areas in sentences, such as noun/verb agreement, parallelism, placement of modifiers, and the use of relative clauses.
5. Read all five versions of the sentence aloud, if possible, while you're practicing.
6. Read more slowly than you normally do to help you pay closer attention.
7. Remember that pronouns are often unnecessary and distracting and usually don't need to be restated.
8. Keep in mind that all parts of a sentence should be in the same tense and consistent in all ways.
9. Be sure that your subject and verb agree.
10. Mark each question that you don't answer in your test booklet, so you can easily return to it later.

Practice Questions

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

Example:

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
 - (B) when she was sixty-five
 - (C) at age sixty-five years old
 - (D) upon the reaching of sixty-five years
 - (E) at the time when she was sixty-five
- (A) ● (C) (D) (E)

-
1. He arranged the gems on the counter, the sales assistant proceeded to tell us about the origins of each stone.
 - (A) He arranged the gems
 - (B) The gems, which were arranged
 - (C) The gems were first arranged
 - (D) After arranging the gems
 - (E) He, having arranged the gems

 2. To describe interstellar distances, astronomers sometimes use the light-year, being the distance traversed by light in one year.
 - (A) To describe interstellar distances, astronomers sometimes use the light-year, being the distance traversed by light in one year.
 - (B) The light-year is the distance traversed by light in one year, and sometimes astronomers use it when interstellar distances are described.
 - (C) As the distance traversed by light in one year, the light-year is used sometimes if the interstellar distances are described by astronomers.
 - (D) To describe interstellar distances, astronomers sometimes use the light-year, which is the distance traversed by light in one year.
 - (E) In describing interstellar distances, use of the light-year, the distance traversed by light in one year, is sometimes made by astronomers.

 3. Brought to the United States at the age of thirteen to receive a Western education, his first book discusses Lee Yan Phou's childhood in China.
 - (A) his first book discusses Lee Yan Phou's childhood in China
 - (B) Lee Yan Phou's childhood in China is the subject of his first book
 - (C) the subject of his first book is Lee Yan Phou's childhood in China
 - (D) Lee Yan Phou discusses his childhood in China in his first book
 - (E) Lee Yan Phou, whose childhood was in China, discusses this in his first book

 4. Only since the publication of her first novel Olivia has been considering herself a genuine writer.
 - (A) Olivia has been considering
 - (B) Olivia considered
 - (C) has Olivia considered
 - (D) was Olivia considering
 - (E) could Olivia be able to

5. Early American factories did not so much replace household manufacturing but complement it.
- (A) but complement
 - (B) as complement
 - (C) but they complemented
 - (D) and they complemented
 - (E) as they were to complement
6. Anita liked to watch television, of which she found the science programs especially fascinating.
- (A) television, of which she found the science programs especially fascinating
 - (B) television; she found the science programs especially fascinating
 - (C) television, and it was especially the science programs that were of fascination
 - (D) television; the fascination of the science programs especially
 - (E) television, especially fascinating to her were the science programs
7. Although gale force winds often pass through the Eiffel Tower, causing it to sway no more than four inches.
- (A) causing it to sway no more
 - (B) and yet it sways no more
 - (C) they do not cause it to sway more
 - (D) and they do not cause it to sway
 - (E) yet causing it to sway no more
8. Underestimating its value, breakfast is a meal many people skip.
- (A) Underestimating its value, breakfast is a meal many people skip.
 - (B) Breakfast is skipped by many people because of their underestimating its value.
 - (C) Many people, underestimating the value of breakfast, and skipping it.
 - (D) Many people skip breakfast because they underestimate its value.
 - (E) A meal skipped by many people underestimating its value is breakfast.

Answer Key

1. D
2. D
3. D
4. C
5. B
6. B
7. C
8. D



Additional practice questions can be found in *The Official SAT Online Course* at www.collegeboard.com/satonlinecourse.

CHAPTER 12

Improving Paragraphs

If you think you do a great amount of writing now, just wait until you're in college. That's the main reason why the College Board has added a writing section to the SAT.

The improving paragraphs questions call on all your skills in writing and revising. After you read a draft of a short essay, you will be asked to understand how the sentences and the paragraphs work together. You will have to make revisions by combining sentences and by altering structures within sentences. Though you may not realize it, that's the process you go through as you edit and revise your own school essays until they're final.

The following box provides the directions for Improving Paragraphs that will appear on the test.

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure or word choice. Other questions ask you to consider organization and development. In choosing answers, follow the requirements of standard written English.

Here's an example of an improving paragraphs question.

EXAMPLE

(1) At one point in the movie *Raiders of the Lost Ark*, the evil archaeologist Belloq shows the heroic Indiana Jones a cheap watch. (2) If the watch were to be buried in the desert for a thousand years and then dug up, Belloq says, it would be considered priceless. (3) I often think of the scene whenever I consider the record album-collecting phenomenon, it being one of the more remarkable aspects of popular culture in the United States. (4) Collecting record albums gives us a chance to make a low-cost investment that might pay dividends in the future.

(5) When my aunt collected them in the mid-sixties, nobody regarded them as investments. (6) A young fan shelled out dollar after dollar at the corner record store for no other reason than to assemble a complete collection of her favorite musical groups—in my aunt's case, the Beatles and the Supremes. (7) By committing so much of her allowance each week to the relentless pursuit of that one group not yet in her collection—the immortal Yardbirds, let us say—she was proving her loyalty to her superstars.

(8) The recording industry is a capitalist enterprise and so this hobby has become one. (9) Just as everyone has heard of the exorbitant prices being paid for the Beatles' first album in mint condition, so everyone is certain that a payoff is among each stack of old records. (10) But if that album was buried somewhere in my aunt's closet of dusty records, she never knew it. (11) Long before she learned it, she had thrown them out.

In the context of the first paragraph, which revision is most needed in sentence 3?

- (A) Insert "As a matter of fact" at the beginning.
- (B) Omit the words "it being".
- (C) Omit the word "scene".
- (D) Change the comma to a semicolon.
- (E) Change "think" to "thought" and "consider" to "considered".

Answer: The correct answer is Choice (B).

Explanation: The words "it being" are unnecessary.

Approaches to Improving Paragraphs

- *Read the essay thoroughly to determine its overall meaning before you look at the questions.* It's important to have a sense of the entire essay's organization and meaning before you deal with any changes. The essay is meant to be a draft, so there will be errors in it, but don't linger over those errors.
- *Read more slowly than you usually do, to help you pay closer attention.*
- *Try all of the options before you decide on your answer.* The directions tell you to choose the best answer. That means one may be satisfactory but not as good as another. Don't overlook any possibilities.
- *Make sure that your answer about a particular sentence or sentences makes sense in the context of the preceding and following sentences and of the passage as a whole.*
- *Use your test booklet to help you by marking each question that you don't answer. Then you can easily find it later.*

Writing Exercise: Avoiding Wordiness

A great way to improve your writing is to simplify it. Why use lots of words when just one or two well-chosen words will convey exactly what you want to say?

Wordiness results from using unnecessary words and phrases and from adding empty expressions to a sentence. Unnecessary words are sometimes the result of redundancy, or surplus words. For example, expressions such as "two in number" are redundant because two *is* a number, so the phrase "in number" does not add any

meaning to the sentence. Similarly, “sadly unhappy” is redundant. Finally, empty expressions, such as “if you know what I mean,” add little to your writing except to fill up space—which should *not* be your goal. Eliminate those unnecessary words and phrases from your writing.

Example Exercise: Rewriting Sentences to Avoid Wordiness

Here’s some practice. Revise the following sentences so that no unneeded words remain:

1. Our most favorite balloons were those that were red in color.

Rewrite:

2. We did not go swimming on account of the rainy weather.

Rewrite:

3. We put off until later in time the decision about whether or not the funny comedians would be appropriate and fitting for our evening of after-dinner entertainment performers.

Rewrite:

4. Snow continued to keep on falling, so we had to repeatedly shovel the sidewalk over and over again.

Rewrite:

5. Working so assiduously hard left her tired, fatigued, and exhausted; she could barely stay awake and avoid falling asleep.

Rewrite:

6. We considered his behavior rude, in the truest sense of the word.

Rewrite:

7. The driver witnessed a female person as she parked a blue-colored vehicle, exited out of it, and proceeded to make her way on foot in a northerly direction toward the blinking red light that was flashing on and off and on and off.

Rewrite:

8. The American War of Independence is principally the most important historical event that grade school children in elementary schools have to learn about and study.

Rewrite:

9. If you come to think about it, green vegetables ought to be a part of everyone's daily diet.

Rewrite:

10. My neighbor, whose name is Tony, works as a doctor in a hospital just three blocks away in our neighborhood, really close in distance.

Rewrite:

POSSIBLE REWRITES THAT IMPROVE THE ORIGINAL SENTENCES

Following are some suggested rewrites (though others are possible, too). The rationales show that many of the sentences displayed redundancy, or unnecessary repetition.

1. **Original:** Our most favorite balloons were those that were red in color.
Rewrite: Our favorite balloons were red.
Or: We like the red balloons best.
Rationale: “Favorite” means the one most liked, so “most favorite” is redundant. And because red is a color, the words “in color” are unnecessary.

2. **Original:** We did not go swimming on account of the rainy weather.
Rewrite: We did not go swimming because it rained.
Or: We did not go swimming because of the rain.
Rationale: “On account of” is a wordy and colloquial way of saying “because.” The word “weather” is unnecessary when describing rain.

3. **Original:** We put off until later in time the decision about whether or not the funny comedians would be appropriate and fitting for our evening of after-dinner entertainment performers.
Rewrite: We put off [or delayed] deciding whether the comedians would be appropriate for our after-dinner entertainment.
Rationale: First of all, “later in time” is redundant in the same way “red in color” and “rainy weather” are. Second, unless they are not funny, we assume comedians *are* funny, so we don’t have to say so. Third, “appropriate” and “fitting” are *two* words that say the same thing; we only need one. Finally, “entertainment performers” is also redundant, and because dinner *is* the evening meal, “after-dinner entertainment” already tells us that is an evening event.

4. **Original:** Snow continued to keep on falling, so we had to repeatedly shovel the sidewalk over and over again.
Rewrite: Snow kept on falling, so we had to shovel the sidewalk over and over.
Or: Because it kept snowing, we had to shovel the sidewalk over and over.
Rationale: “Continued to keep on” is redundant, as are “over and over again” and “repeatedly.”

5. **Original:** Working so assiduously hard left her tired, fatigued, and exhausted; she could barely stay awake and avoid falling asleep.

Rewrite: She was exhausted from working so hard, and she could hardly stay awake.

Or: Because she worked herself into exhaustion, she could hardly stay awake.

Rationale: “Assiduously” means “working hard,” so “assiduously working hard” is redundant. Either word would do. “Tired,” “fatigued,” and “exhausted” all mean the same, as do “stay awake” and “avoid falling asleep.”

6. **Original:** We considered his behavior rude, in the truest sense of the word.

Rewrite: We considered him rude.

Rationale: The word “behavior” is implied by the rest of the sentence, and the expression “in the truest sense of the word” does not add any meaning to the sentence. Why would a writer use a word in an untrue sense?

7. **Original:** The driver witnessed a female person as she parked a blue-colored vehicle, exited out of it, and proceeded to make her way on foot in a northerly direction toward the blinking red light that was flashing on and off and on and off.

Rewrite: The driver saw a woman park a blue car, get out, and walk north toward the blinking red light.

Rationale: “A female person” is a woman. “Blue-colored,” like “red in color,” is redundant. “Exited” means “went out.” “Proceeded to make her way on foot” is a multiword version of “walked.” “In a northerly direction” is more simply (and just as accurately) said by writing “north.” “Blinking” is the same as “flashing on and off and on and off.”

It is true that, in another context, the expression “proceeded to make her way on foot” might be appropriate. If the writer were calling attention to the distinction between one mode of travel, for example, by bicycle or car, and foot travel, the phrase might tell something important. But in this simple sentence, there is no such need to make that distinction. Don’t try to be fancy when being simple will do.

8. **Original:** The American War of Independence is principally the most important historical event that grade school children in elementary schools have to learn about and study.

Rewrite: The American War of Independence is the most important historical event that elementary students have to study.

Rationale: “Principally” means the same as “the most important.” Grade school and elementary school are the same, so there is no need to say it twice. The same is true of “learn about” and “study.”

9. **Original:** If you come to think about it, green vegetables ought to be a part of everyone’s daily diet.

Rewrite: Everyone should eat green vegetables daily.

Rationale: “If you come to think about it” is an empty expression, unnecessary for the meaning of the sentence. “Green vegetables ought to be a part of everyone’s daily diet” is satisfactory. The other suggested answer, “Everyone should eat green vegetables daily,” uses a different subject and verb, so it offers another good possible revision.

10. **Original:** My neighbor, whose name is Tony, works as a doctor in a hospital just three blocks away in our neighborhood, really close in distance.

Rewrite: My neighbor, Tony, is a doctor in a nearby hospital.

Rationale: “Whose name is” are unneeded words, as are “really close in distance,” and possibly “just three blocks away in our neighborhood.” You might prefer “works as a doctor” over “is a doctor”; that revision would also be good.

ADDING DESCRIPTIVE WORDS THAT ARE *NOT* REDUNDANT

The previous exercise asked you to eliminate *unnecessary* words, words that are *repetitive*, or words that *add nothing* to the sentence’s meaning. If these sentences seem too simple, you can make them more interesting by adding descriptive details. For example, the first one could be revised in any of the following ways:

- “When we spent a day at the circus, our favorite balloons were red and star-shaped.”
- “Our favorite balloons were red, but the kids in front of us liked the blue ones better.”
- “Red balloons decorated with silver sparkles caught the sunshine the best, so we decided they were our favorites.”

Now try improving the sentences by adding descriptive details.

1. **Original:** Our favorite balloons were red.

Your rewrite:

2. **Original:** We did not go swimming because it rained.

Your rewrite:

3. *Original:* We put off deciding whether the comedians would be appropriate for our after-dinner entertainment.

Your rewrite:

4. *Original:* Snow kept on falling, so we had to shovel the sidewalk over and over.

Your rewrite:

5. *Original:* She was exhausted from working so hard, and she could hardly stay awake.

Your rewrite:

6. *Original:* We considered him rude.

Your rewrite:

7. *Original:* The driver saw a woman park a blue car, get out, and walk north toward the blinking red light.

Your rewrite:

8. **Original:** The American War of Independence is the most important historical event that elementary students have to study.

Your rewrite:

9. **Original:** Everyone should eat green vegetables daily.

Your rewrite:

10. **Original:** My neighbor, Tony, is a doctor in a nearby hospital.

Your rewrite:

Now that you've had some practice adding descriptive words, let's look at the sample questions you'll see in this section of the SAT.

Sample Questions

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure or word choice. Other questions ask you to consider organization and development. In choosing answers, follow the requirements of standard written English.

Questions 1-6 are based on the following passage.

(1) Recently a group of workers from a clothing factory in my hometown picketed peacefully in front of a department store. (2) They carried signs, and passing shoppers were urged by them to buy products that were made in the United States. (3) A newspaper article suggested that they were wrong. (4) It pointed out that nearly all stores now sell goods that are not made in this country. (5) However, I would argue that the demonstrators are right, consumers should think about the effect they can have on industries here in the United States.

(6) Consumers have the right to buy whatever they want. (7) They should consider the effects of their choices. (8) In the last several years, hundreds of thousands of workers in United States industries have lost their jobs. (9) They represent billions of dollars of lost wages and taxes. (10) Consumers should know that consumer goods that are not made in the United States contribute to the loss of jobs in many different American industries and businesses. (11) Buying goods made in the United States means investing in our future. (12) Without government subsidies, our industries only have the American consumer to help them compete in the world market and therefore guarantee jobs for hundreds of thousands of workers in the United States.

1. In context, which is the best version of the underlined portion of sentence 2 (reproduced below)?

They carried signs, and passing shoppers were urged by them to buy products that were made in the United States.

- (A) (As it is now)
- (B) They carry signs and urge passing shoppers
- (C) Carrying signs and urging passing shoppers, the workers asked them
- (D) The workers carried signs that urged the passing shoppers
- (E) These signs urged passing shoppers

2. In context, which is the best way to revise and combine the underlined portions of sentences 3 and 4 (reproduced below)?

A newspaper article suggested that they were wrong. It pointed out that nearly all stores now sell goods that are not made in this country.

- (A) A newspaper article suggested that the demonstrators were wrong, pointing out
- (B) They were wrong, a newspaper article suggested, it pointed out that
- (C) Suggesting that they are wrong, in a newspaper article it says
- (D) The newspaper article suggests that the shoppers were wrong,
- (E) In the newspaper article was the suggestion that they were wrong and

3. In context, which is the best version of the underlined portions of sentences 6 and 7 (reproduced below)?

Consumers have the right to buy whatever they want. They should consider the effects of their choices.

- (A) (As it is now)
 - (B) Consumers certainly have the right to buy whatever they want, but they should consider
 - (C) Consumers certainly have the right to buy whatever they want, regardless of
 - (D) Although consumers have the right to buy whatever they want, they also consider
 - (E) Apparently, consumers have the right to buy whatever they want. If only they would consider
4. Which of the following best replaces the word “They” in sentence 9?
- (A) The consumers
 - (B) These lost jobs
 - (C) The industries
 - (D) Those arguments
 - (E) The United States
5. Which sentence would be most appropriate to follow sentence 12?
- (A) I see now that the demonstrators were right.
 - (B) Consumers have rights, too.
 - (C) In conclusion, we have no one else to blame.
 - (D) The next time you go shopping, think of the workers and their families in your community.
 - (E) We, the American consumers, must find out how to invest in our industries.
6. Including a paragraph on which of the following would most strengthen the writer’s argument?
- (A) The effect of strikes in industry
 - (B) A comparison of working conditions in the United States and elsewhere in the world
 - (C) Quotations from the newspaper article referred to in sentence 3
 - (D) Buying patterns of different groups of consumers
 - (E) The impact that the closing of a factory has had on a particular community

Answers and Explanations

1. In context, which is the best version of the underlined portion of sentence 2 (reproduced below)?

They carried signs, and passing shoppers were urged by them to buy products that were made in the United States.

- (A) (As it is now)
- (B) They carry signs and urge passing shoppers
- (C) Carrying signs and urging passing shoppers, the workers asked them
- (D) The workers carried signs that urged the passing shoppers
- (E) These signs urged passing shoppers

Keep in Mind

The revised sentence must make sense in the context of the passage as a whole.

Answer: The correct answer is choice (D).

Explanation: In question 1, the pronoun “them” in the underlined part of the sentence is unclear because it could refer to either “signs” or “workers.” The underlined phrase also presents an unnecessary shift from the active voice (“They carried signs”) to the passive voice (“passing shoppers were urged by them”). The most logical revision is choice (D), which makes it clear that the workers used signs to urge the shoppers. The correct sentence reads:

“The workers carried signs that urged the passing shoppers to buy products that were made in the United States.”

Here’s why each of the other choices is not the correct answer:

- Choice (A) is incorrect because the pronoun is unclear and because the voice shifts from active to passive.
- In (B), the present-tense verbs “carry” and “urge” are inconsistent with the past tense used in the rest of the paragraph.
- Choice (C) is wordy and contains another unclear reference to “them.”
- Choice (E), although grammatically correct, is incorrect because the phrase “These signs” does not refer to any signs mentioned previously.

2. In context, which is the best way to revise and combine the underlined portions of sentences 3 and 4 (reproduced below)?

A newspaper article suggested that they were wrong. It pointed out that nearly all stores now sell goods that are not made in this country.

- (A) A newspaper article suggested that the demonstrators were wrong, pointing out
- (B) They were wrong, a newspaper article suggested, it pointed out that
- (C) Suggesting that they are wrong, in a newspaper article it says
- (D) The newspaper article suggests that the shoppers were wrong,
- (E) In the newspaper article was the suggestion that they were wrong and

Answer: The correct answer is choice (A).

Explanation: Question 2 asks you to connect two related sentences. The correct answer is choice (A); the correct sentence reads:

“A newspaper article suggested that the demonstrators were wrong, pointing out that nearly all stores now sell goods that are not made in this country.”

This choice is correct because the two original sentences both pertained to what the newspaper article said: this comma simplifies the thought by linking what the newspaper article “suggested” and what it “pointed out.”

Here’s why each of the other choices is not the correct answer:

- Choice (B) improperly connects two complete sentences with a comma.
- In choices (C) and (E), the pronoun “they” is ambiguous and could refer to either “workers” or “shoppers.” Another problem in (C) is the unidiomatic phrase “it says.”
- Choice (D) changes the meaning of the original sentences by replacing “they” with “shoppers.” The present-tense verb “suggests” is inconsistent with the past-tense verbs throughout the passage.



Keep in Mind

Don’t reject a choice because the language is simple. Often the simplest expression of an idea is the clearest—and the best.

3. In context, which is the best version of the underlined portions of sentences 6 and 7 (reproduced below)?

Consumers have the right to buy whatever they want. They should consider the effects of their choices.

- (A) (As it is now)
- (B) Consumers certainly have the right to buy whatever they want, but they should consider
- (C) Consumers certainly have the right to buy whatever they want, regardless of
- (D) Although consumers have the right to buy whatever they want, they also consider
- (E) Apparently, consumers have the right to buy whatever they want. If only they would consider

Answer: The correct answer is choice (B).

Explanation: Your answer to question 3 must take into account the meaning of sentences 6 and 7 in the context of the passage. The best version of the sentence is choice (B), which emphasizes the correlation between a purchase and its effects: Consumers certainly have the right to buy whatever they want, but they should consider the effects of their choices.

Here’s why each of the other choices is not the correct answer:

- Choice (A), the original version, is choppy and does not convey the logical relationship between the two ideas.



Keep in Mind

When you combine sentences, make sure that the relationship between them is clear.

- The other choices are all incorrect in context: the word “regardless” in (C), the word “also” in (D), and the word “Apparently” in (E) result in statements that are inconsistent with the point developed in the passage.

4. Which of the following best replaces the word “They” in sentence 9?
- (A) The consumers
 - (B) These lost jobs
 - (C) The industries
 - (D) Those arguments
 - (E) The United States

Answer: The correct answer is choice (B).

Explanation: In sentence 9, the word or idea to which “They” refers is unclear. This sentence needs to be revised to specify what represents “billions of dollars.” By looking back to sentence 8, you can see that “they” in sentence 9 refers to “their jobs.” Choice (B) is correct: the revised sentence reads:

“These lost jobs represent billions of dollars of lost wages and taxes.”

None of the other choices makes any sense in the context of the passage.

5. Which sentence would be most appropriate to follow sentence 12?
- (A) I see now that the demonstrators were right.
 - (B) Consumers have rights, too.
 - (C) In conclusion, we have no one else to blame.
 - (D) The next time you go shopping, think of the workers and their families in your community.
 - (E) We, the American consumers, must find out how to invest in our industries.

Answer: The correct answer is choice (D).

Explanation: Question 5 asks you to select the best concluding sentence for the essay, so it requires you to consider the argument and development of the entire passage. Choice (D) is correct because this sentence relates logically to the main idea of the essay, which is an appeal to consumers to “consider the effects of their choices” (sentence 7).

Here’s why each of the other choices is not the correct answer:

- Choice (A) would be out of place at the end of the second paragraph because sentence 5 has already stated that the “demonstrators are right.”
- Choice (B) contradicts the passage’s main focus on the concerns of the workers.



Keep in Mind

Pronouns should always clearly refer back to a word or phrase.



Keep in Mind

A concluding remark covers the entire essay, not just one part of it.

- Choice (C) does not logically follow sentence 12 because there is nothing leading to the conclusion that “we have no one else to blame.”
- Choice (E) is inappropriate because the passage already reveals how consumers can invest in domestic industries by buying their products.

6. Including a paragraph on which of the following would most strengthen the writer’s argument?
- (A) The effect of strikes in industry
 - (B) A comparison of working conditions in the United States and elsewhere in the world
 - (C) Quotations from the newspaper article referred to in sentence 3
 - (D) Buying patterns of different groups of consumers
 - (E) The impact that the closing of a factory has had on a particular community

Answer: The correct answer is choice (E).

Explanation: Question 6 asks you to consider what paragraph added to the original essay would make it more convincing. To answer this question you must realize that sentence 5, which is the last sentence of the first paragraph, summarizes the writer’s main point, that “consumers should think about the effect they can have on industries here in the United States.” Logically, the writer’s argument would be most strengthened by demonstrating the effect that consumers do have on industries in the United States. Choice (E) does exactly that: this sentence supports the writer’s argument because it describes what happens when consumers do not buy domestic goods.

Here’s why each of the other choices is not the correct answer:

- Choices (A) through (D), although related to the main idea to varying degrees, would not directly or effectively reinforce it.



Keep in Mind

Adding material to an essay can be an excellent revision technique, as long as the new material is relevant and develops the ideas of the essay.

Recap

1. Read the essay through to determine its overall meaning before you look at the questions.
2. Read more slowly than you usually do, to help you pay closer attention.
3. Make sure that your sentence revisions make sense in the context of the passage as a whole.
4. Don't reject a possible answer because the language is simple. Often, the simplest expression of an idea is the clearest and therefore the best answer.
5. Try *all* the suggestions before you decide on your answer.
6. Make sure that the relationship between the two sentences is clear when you combine sentences.
7. Remember that pronouns should always clearly refer back to a word or phrase.
8. Make sure that your concluding remark covers the entire essay, not just one part of it.
9. Keep in mind that adding material to an essay can be an excellent revision technique, but the new material must be relevant and develop the ideas of the essay.
10. Use your test booklet to help you by marking each question that you don't answer. Then you can easily find it later.

Practice Questions

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure or word choice. Other questions ask you to consider organization and development. In choosing answers, follow the requirements of standard written English.

Questions 1-6 are based on the following passage.

(1) I have just read an excellent book called “Having Our Say: The Delany Sisters’ First 100 Years.” (2) Usually I do not enjoy autobiographies. (3) I could hardly put this one down. (4) It is about Sadie Delany, who is 103 years old, and her “little” sister Bessie, she is 101.

(5) The sisters grew up in North Carolina in times that were not easy for African Americans. (6) Around 1916 they moved to New York City and went to Columbia University at their father’s urging. (7) He tells them, “You are college material. (8) And if you don’t go, shame on you!” (9) Sadie became a teacher and Bessie a dentist. (10) The second Black woman dentist in New York.

(11) They lived through an incredible amount of history. (12) For instance, Bessie participated in civil rights marches and protests in New York for decades, starting in the 1920s. (13) Imagine having people like Paul Robeson over to dinner!

(14) One aspect of the book that I especially liked was its humor; though Sadie is not as irreverent as Bessie, both are full of wisecracks. (15) The Delany sisters seem livelier than many twenty-year-olds. (16) They care deeply about what is going on around them—and they laugh at things whenever possible.

- What is the best way to deal with sentence 3?
 - Leave it as it is.
 - Connect it to sentence 2 with the word “but”.
 - Place it before sentence 2.
 - Change “this one” to “this autobiography”.
 - Omit it.
- In context, which is the best version of “He tells them” in sentence 7?
 - (As it is now)
 - Their father tells them,
 - This is because he tells them,
 - He had told them,
 - His suggestion was:
- Which phrase, if inserted at the beginning of sentence 10 (reproduced below), best fits the context?

The second Black woman dentist in New York.

 - Thus she was only
 - However, she was
 - Later, Bessie became
 - In fact, she became
 - And actually
- Which of the following sentences is best to insert between sentences 12 and 13?
 - The two sisters also knew many famous figures personally.
 - Sadie usually did not march, but protested by other means.
 - Many young people seem to think this did not begin until the 1960s.
 - The last hundred years have seen many changes in civil rights laws.
 - Paul Robeson was a prominent singer, actor, and political activist.

5. In context, what is the best way to deal with sentence 14?
- (A) Move it to the beginning of the first paragraph.
 - (B) Move it to the beginning of the second paragraph.
 - (C) Start a new sentence after “irreverent” and delete “though”.
 - (D) Connect it to sentence 15 with a comma.
 - (E) Follow it with an example.
6. Which of the following, if placed after sentence 16, would be the most effective concluding sentence for the essay?
- (A) They eat healthy food and do yoga every day.
 - (B) Therefore, it is no small thing to survive past age 100.
 - (C) This book is a remarkable story made even better by the way it is told.
 - (D) Finally, young people should definitely communicate with their elders.
 - (E) Much as I enjoyed the rest of the book, the final chapter is my favorite.

Questions 7–13 are based on the following passage.

(1) Becoming the best is very difficult. (2) No matter if you are trying to become a better athlete, student, or musician. (3) If you want to be the best, sacrifices must be made by you. (4) You lose a lot of time that you would otherwise have for just relaxing. (5) This time could also have been spent exercising outdoors. (6) You must also be willing to cut down on time spent with family and friends. (7) If your goal is to become a fine jazz pianist, you must be willing to work hard.

(8) Many people think jazz musicians just sit down and play, this is a mistake. (9) Practicing demands many hours in a week. (10) Most of the exercises done are of repetition and become boring, but that is the price you must pay for success. (11) You must practice fingering techniques and learn about both classical and jazz harmonies and chords. (12) The reason you need to know about these harmonies is that so much of jazz involves improvisation, making up new sequences of notes to play. (13) You are not just playing notes that a composer wrote but are almost like a composer yourself. (14) Sometimes you will feel discouraged. (15) When you can play a classic like Dizzy Gillespie’s “Manteca” the way it really should be played, the long hours and hard work seem worthwhile.

7. Of the following, which is the best way to write the underlined portion of sentences 1 and 2 (reproduced below)?

Becoming the best is very difficult. No matter if you are trying to become a better athlete, student, or musician.

- (A) (As it is now)
 - (B) difficult, never mind if
 - (C) difficult, whether
 - (D) difficult. Regardless of whether
 - (E) difficult; whether or not
8. In context, which of the following is the best way to phrase the underlined portion of sentence 3 (reproduced below)?
- If you want to be the best, sacrifices must be made by you.*
- (A) (As it is now)
 - (B) one must sacrifice some things
 - (C) you must make sacrifices
 - (D) one will have to make sacrifices
 - (E) sacrifices are necessary to make

9. Which of the following is the best way to revise and combine sentences 4 and 5 (reproduced below)?

You lose a lot of time that you would otherwise have for just relaxing. This time could also have been spent exercising outdoors.

- (A) Time that could have been spent exercising outdoors or just to relax will be lost.
- (B) Spending time exercising outdoors or relaxation are things for which you will have less time.
- (C) You will have much less time for exercising outdoors or for just relaxing.
- (D) Sacrificing outdoor exercise and just relaxing, because you will not have time.
- (E) As examples of the things you will have to cut down on would be outdoor exercise or just relaxing.

10. Of the following, which would be the best way to revise the underlined portion of sentence 8 (reproduced below)?

Many people think jazz musicians just sit down and play, this is a mistake.

- (A) and, this is a mistake however
- (B) this would be a mistake
- (C) what a mistake that would be
- (D) it is mistaken
- (E) but they are mistaken

11. In context, which of the following is the best way to phrase sentence 10 (reproduced below)?

Most of the exercises done are of repetition and become boring, but that is the price you must pay for success.

- (A) (As it is now)
- (B) The price you must pay consists mostly of repetitious and boring exercises for success.
- (C) Doing repetitious and boring exercises; this is the price of success.
- (D) Repetition and boredom are the inevitable result when having done most of the exercises.
- (E) Doing repetitious and boring exercises is the price you must pay for success.

12. In context, which of the following is the best way to phrase the underlined portion of sentence 11 (reproduced below)?

You must practice fingering techniques and learn about both classical and jazz harmonies and chords.

- (A) (As it is now)
- (B) You must practice fingering techniques and learning
- (C) One would practice techniques for fingering and learn
- (D) Fingering techniques must be practiced and learning
- (E) There must be practice of fingering techniques and you learn

13. Which of the following could be added after “played,” in sentence 15 to clarify the relationship between sentences 14 and 15?

- (A) therefore,
- (B) and then
- (C) too,
- (D) however,
- (E) that is,

Answer Key

1. B
2. D
3. D
4. A
5. E
6. C
7. C
8. C
9. C
10. E
11. E
12. A
13. D



Additional practice questions can be found in *The Official SAT Online Course* at www.collegeboard.com/satonlinecourse.

PART IV

The Mathematics
Section

CHAPTER 14

About the Mathematics Section

Just about every part of your life requires math skills, and math skills will be especially important for success in college. The questions on the SAT emphasize mathematical reasoning and evaluate how well you can think through math problems. You will need to know some specific math concepts and math skills. The mathematics section evaluates how well you use these concepts and skills to solve real-life math problems.

The mathematics section has the following questions:

- 44 multiple-choice questions
- 10 student-produced response questions, which require you to fill in a response

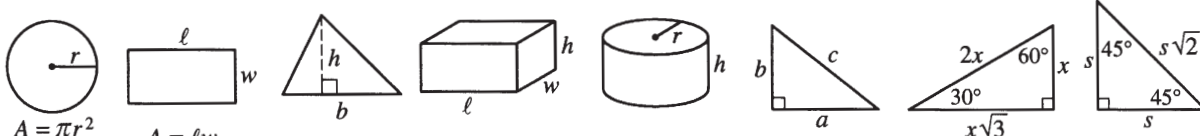
The mathematics section has four categories of questions:

1. Number and operations (reviewed in Chapter 15)
2. Algebra and functions (reviewed in Chapter 16)
3. Geometry and measurement (reviewed in Chapter 17)
4. Data analysis, statistics, and probability (reviewed in Chapter 18)

Mathematics Reference Information

The SAT mathematics section includes reference information. You may find these facts and formulas helpful as you answer some of the test questions, but don't let the reference information give you a false sense of security. It won't tell you how to solve math problems. To do well on the mathematics section, you have to be comfortable working with these facts and formulas. If you get a lot of practice using them *before* the test, you will be a lot more relaxed using them *during* the test.

Reference Information



$A = \pi r^2$
 $C = 2\pi r$

$A = \ell w$

$A = \frac{1}{2}bh$

$V = \ell wh$

$V = \pi r^2 h$

$c^2 = a^2 + b^2$

Special Right Triangles

The number of degrees of arc in a circle is 360.
 The sum of the measures in degrees of the angles of a triangle is 180.

Example: Multiple Choice

If $2x + 2x + 2x = 12$, what is the value of $2x - 1$?

- (A) 2
- (B) 3
- (C) 4
- (D) 5
- (E) 6

Answer: The correct answer is (B).

Chapter 19 gives you ideas on answering specific kinds of multiple-choice questions.

Example: Student-Produced Response

Student-produced response questions are *not* multiple choice. Instead, you must figure out the correct answer and fill it in on the answer sheet.

Student-produced response questions (also called *grid-in* questions) are solved just like any other math problems. Here’s the same question presented above, but as a grid-in question.

If $2x + 2x + 2x = 12$, what is the value of $2x - 1$?

Answer: The answer is still 3, but instead of filling in choice (A), (B), (C), (D), or (E), you have to write “3” at the top of the grid and fill in the circle containing “3” below.

			3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	<input checked="" type="radio"/>
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Note: No question in this format has an answer that is negative, greater than 9999, or irrational because there is no way to grid this response.

Specific ideas on completing student-produced response questions are presented in Chapter 20.

Approaches to Mathematics Questions

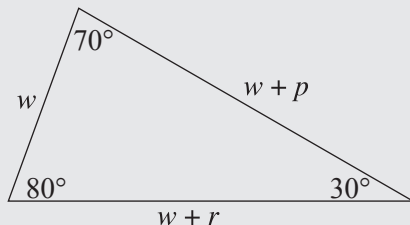
- *Familiarize yourself with the directions ahead of time.* Also, learn how to complete the grids for student-produced response questions (see Chapter 20).
- *Ask yourself the following questions before you solve each problem:*
 - What is the question asking?
 - What do I know?
- *Limit your time on any one question.* All questions are worth the same number of points. If you need a lot of time to answer a question, go on to the next one. Later, you may have time to return to the question you skipped.
- *Keep in mind that questions are arranged from easy to hard.* Within any group of questions—for example, the multiple-choice questions—the easier ones come first and the questions become more difficult as you move along. If you find that the questions of one type are becoming too difficult, quickly read through the rest of the questions in that group to see if you can answer others. Then go on to the next group of questions in that section.
- *Don't make mistakes because of carelessness.* No matter how frustrated you are, don't pass over questions without at least reading them, and be sure to consider all the choices in each question. If you're careless, you could choose the wrong answers even on easy questions. Take each question as it comes and avoid careless mistakes by making sure you do the following:
 - Answer the question asked. For example, if the question asks for the area of a shaded region, don't answer for the unshaded area.
 - Check that your answer makes sense. For example, is a discount higher than the original price? Is the average age of a high school student 56 years old? In both cases, obviously not—so think about your answer instead of just calculating automatically. Check your work from the beginning. If you can, use a different method from the one you used to get the answer. If you use the same method, you may make the same mistake twice.
- *Work out the problems in your test booklet.* You will not receive credit for anything written in the booklet, but you will be able to check your work easily later:
 - Draw figures to help you think through problems that involve geometric shapes, segment lengths, distances, proportions, sizes, and so on.

- Mark key information on graphs, and add information to drawings and diagrams as you work through the questions.
 - Mark each question that you don't answer so that you can easily go back to it later.
- *Eliminate choices.* If you don't know the correct answer to a question, try eliminating wrong choices. It's sometimes easier to find the wrong answers than the correct one. On some questions, you can eliminate all the incorrect choices. Draw a line through each choice as you eliminate it until you have only the one correct answer left.
- *Make an educated guess whenever you can eliminate at least one answer choice.* On multiple-choice questions, if you can eliminate even one incorrect answer choice, you increase your chances of getting a question right. With each correct answer choice, you gain one point; if you leave the answer blank you get no points; if your answer is wrong you lose only one-fourth ($\frac{1}{4}$) of a point.
- *Keep in mind that, on grid-in questions, you don't lose points for wrong answers.* Make an educated guess if you don't know the answer.
- *Always enter your answer on the grid.* One of the most important rules to remember about grid-in questions is that *only answers entered on the grid are scored. Your handwritten answer at the top of the grid isn't scored.* However, writing your answer at the top of the grid may help you avoid gridding errors.

Approaches to Finding the Right Answer

If you absolutely can't figure out how to approach a problem, you may find it helpful to try solving difficult problems either by substituting numbers or by trying each of the answer choices to determine the answer. Note that these approaches are *quick fixes* as you prepare to take the SAT and don't help you *learn* what you need to know to solve math problems. Also, keep in mind that these approaches sometimes take considerable time, so keep track of your time and remember to pace yourself.

- *Substitute numbers for variables.* Some questions use variables (indicated by letters) to represent the values you are asked to consider. You can make the problem more concrete by substituting numbers for the variables. For example, consider the following question:

Example

In the triangle above, which of the following must be true?

- (A) $p < r$
- (B) $p = r$
- (C) $p > r$
- (D) $p = 0$
- (E) $r = 0$

How to solve: Because the question involves p and r , try substituting a number for w . Then think about what you are given and what you know:

- Suppose $w = 3$.
- Then the side opposite the angle measuring 70° has length $3 + r$.
- The side opposite the angle measuring 80° has length $3 + p$.
- Because $70 < 80$, you know that $3 + r < 3 + p$.
- So $r < p$.
- The correct answer is (C).

► Use each of the answer choices to help you solve a problem. Sometimes working through a question using the same format of the answer choices will help you save time. For example, if the answer choices to a question are in the form of decimals, you may choose to do your work in decimals instead of fractions. This could save time because you won't have to convert your answer to a decimal. Also, some questions can be answered by working backward from the answer choices. This approach is often useful when the question includes a condition that you can express in the form of a formula—even a verbal one. (Keep in mind that this method can be time-consuming.) For example, look at the following multiple-choice question:

Example

If the product of three consecutive integers equals the middle integer, what is the LEAST of the three integers?

- (A) 2
- (B) 1
- (C) 0
- (D) -1
- (E) -2

How to solve: Use the answer choices to figure out which choice satisfies the conditions of the question:

- Can the answer be (A)? If so, then it must be true that $2 \times 3 \times 4 = 3$ (the middle integer). Clearly, this is *not true*.
- Ask yourself the same question for the other choices.
- When you get to choice (D), the consecutive integers are -1 , 0 , and 1 . The product of these three integers is 0 , which is the middle integer.
- The correct answer is (D).

Calculators Are Recommended

It is a good idea to bring a calculator to use on the mathematics section of the SAT. Every question on the PSAT/NMSQT and the SAT can be solved without a calculator; however, using a calculator on some questions may be helpful to students. A scientific or graphing calculator is recommended. Using a calculator can help you avoid missing a question because of computation errors. The use of calculators may improve math scores on average, but that doesn't mean your score will be better or worse because you're using one.

Bring Your Own Calculator

You are expected to provide your own calculator.

You may *not* use any of the following:

- personal digital assistants (PDAs)
- handheld minicomputers or laptop computers
- electronic writing pads or pen-input devices
- calculators with typewriter-style keypads (known as “QWERTY”)
- calculators with paper tape or printers
- calculators that talk or make unusual noise
- calculators that require an electrical outlet

What to Keep in Mind When Using Calculators on the SAT

1. Bring a calculator with you when you take the SAT, even if you're not sure that you will use it. Calculators will *not* be available at your test center.
2. Practice on the calculator you plan to use before the test so that you're used to it.

3. Remember that all questions on the test can be answered *without* a calculator. Complicated or tedious calculations won't be required.
4. Don't buy an expensive, sophisticated calculator just for the test. If you already have one, though, that's fine.
5. Don't try to use a calculator on every question. Before you start using the calculator, think through how you will solve each problem. Then decide whether to use the calculator.
6. Use common sense. The calculator is meant to *help* you in problem solving, not to get in the way.
7. Do *scratch work* in the test booklet before you use your calculator so that you'll get your thoughts down on paper quickly.
8. Check that your calculator is *in good working order* and that its batteries (if needed) are *fresh*. If your calculator fails during the test, you'll need to complete the test without it.

Recap

1. Familiarize yourself (ahead of time) with the directions and the reference information that will be on the SAT and that is shown at the beginning of this chapter.
2. Study the concepts and skills in Chapters 15 to 18, which cover mathematics reviews.
3. Bring a calculator that you know how to use—and don't forget fresh batteries.
4. Keep in mind that questions are arranged from easy to hard.
5. Pace yourself. Don't spend too much time on any one question.
6. Before you solve each problem, ask yourself: What is the question asking? What do I know?
7. Make notes in your test booklet:
 - Draw figures to help you think through problems with geometric shapes, distances, proportions, and so on.
 - Write out calculations to check later.
 - For questions that contain figures, note any measurements or values you calculate right on the figure in the test booklet.
8. Use the answer choices to your advantage—for example, look at the form of the answer choices if you can't figure out how to approach a problem.
9. Substitute real numbers for variables, to make the problem more concrete.
10. Make an educated guess when you can eliminate at least one incorrect answer choice in a multiple-choice question.
11. Remember that number lines, graphs, and coordinate systems are drawn to scale unless otherwise noted.
12. However, if you're told that a figure is *not* drawn to scale, remember that lengths and angles may *not* be shown accurately.
13. Don't panic when you're faced with special symbols: read the definition carefully and use it as your instruction for working out the answer.
14. Take each solution one step at a time. Some seemingly difficult questions are really just a series of easy questions.

15. Keep in mind that the answer sheet will be scored by a computer, so you will receive credit *only* if you fill in the circles correctly on the student-produced response questions. (Although it's not required, it's a good idea to write your answer in the boxes at the top of the column, to help you fill in the circles correctly.)
16. Avoid careless mistakes.
17. Answer the question asked.
18. Check that your answer makes sense.
19. If you have time to check your work, try to rework your calculations differently from the way you first did them.

CHAPTER 15

Number and Operations Review

Concepts You Need to Know

Though you've been preparing for this part of the math section of the SAT all during your high school years, here's a chance to review what you know. For mathematics questions covering number and operations, you should be familiar with all of the following basic skills and concepts:

- Properties of integers
- Arithmetic word problems
- Number lines
- Squares and square roots
- Fractions and rational numbers
- Elementary number theory
 - Factors, multiples, and remainders
 - Prime numbers
- Ratios, proportions, and percents
- Sequences
- Sets (union, intersection, elements)
- Counting problems
- Logical reasoning

The SAT doesn't include

- Tedious or long computations
- Matrix operations

Properties of Integers

You will need to know the following information for some questions in the mathematics section:

- Integers consist of the whole numbers and their negatives (including zero).
 $\dots, -3, -2, -1, 0, 1, 2, 3, 4, \dots$
- Integers extend infinitely in both negative and positive directions.
- Integers do not include fractions or decimals.

The following are negative integers:

$-4, -3, -2, -1$

The following are positive integers:

$1, 2, 3, 4$

The integer zero (0) is neither positive nor negative.

Odd Numbers

$\dots, -5, -3, -1, 1, 3, 5, \dots$

Even Numbers

$\dots, -4, -2, 0, 2, 4, \dots$

The integer zero (0) is an even number.

Consecutive Integers

Integers that follow in sequence, where the difference between two successive integers is 1, are consecutive integers. Here are three examples of some consecutive integers:

$-1, 0, 1, 2, 3$
 $1001, 1002, 1003, 1004$
 $-14, -13, -12, -11$

The following is an expression representing consecutive integers:

$n, n + 1, n + 2, n + 3, \dots$, where n is any integer.

Addition of Integers

even + even = even
odd + odd = even
odd + even = odd

CHAPTER 16

Algebra and Functions Review

Concepts You Need to Know

Many math questions require a knowledge of algebra. This chapter gives you some further practice. You have to manipulate and solve a simple equation for an unknown, simplify and evaluate algebraic expressions, and use algebraic concepts in problem-solving situations.

For the math questions covering algebra and functions content, you should be familiar with all of the following basic skills and topics:

- Operations on algebraic expressions
- Factoring
- Exponents
- Evaluating expressions with exponents and roots
- Solving equations
 - Working with “unsolvable” equations
 - Solving for one variable in terms of another
 - Solving equations involving radical expressions
- Absolute value
- Direct translation into mathematical expressions
- Inequalities
- Systems of linear equations and inequalities
- Solving quadratic equations by factoring
- Rational equations and inequalities
- Direct and inverse variation

- Word problems
- Functions
 - Function notation and evaluation
 - Domain and range
 - Using new definitions
 - Functions as models
 - Linear functions: their equations and graphs
 - Quadratic functions: their equations and graphs
 - Qualitative behavior of graphs and functions
 - Translations and their effects on graphs of functions

The SAT doesn't include:

- Solving quadratic equations that require the use of the quadratic formula
- Complex numbers
- Logarithms

Operations on Algebraic Expressions

You will need to be able to apply the basic operations of arithmetic—addition, subtraction, multiplication, and division—to algebraic expressions. For example:

$$4x + 5x = 9x$$

$$10z - 3y - (-2z) + 2y = 12z - y$$

$$(x + 3)(x - 2) = x^2 + x - 6$$

$$\frac{15xy}{3y} = 5x$$

Factoring

The types of factoring included on the math section are:

- Difference of two squares:

$$a^2 - b^2 = (a + b)(a - b)$$

- Finding common factors, as in:

$$x^2 + 2x = x(x + 2)$$

$$2x + 4y = 2(x + 2y)$$

- Factoring quadratics:

$$x^2 - 3x - 4 = (x - 4)(x + 1)$$

$$x^2 + 2x + 1 = (x + 1)(x + 1) = (x + 1)^2$$

CHAPTER 17

Geometry and Measurement Review

Concepts You Need to Know

For the mathematics questions covering geometry and measurement concepts, you should be familiar with all of the following basic skills, topics, and formulas:

- Geometric notation
- Points and lines
- Angles in the plane
- Triangles (including special triangles)
 - Equilateral triangles
 - Isosceles triangles
 - Right triangles and the Pythagorean theorem
 - 30° - 60° - 90° triangles
 - 45° - 45° - 90° triangles
 - 3-4-5 triangles
 - Congruent triangles
 - Similar triangles
 - The triangle inequality
- Quadrilaterals
 - Parallelograms
 - Rectangles
 - Squares
- Areas and perimeters
 - Areas of squares and rectangles
 - Perimeters of squares and rectangles
 - Area of triangles
 - Area of parallelograms

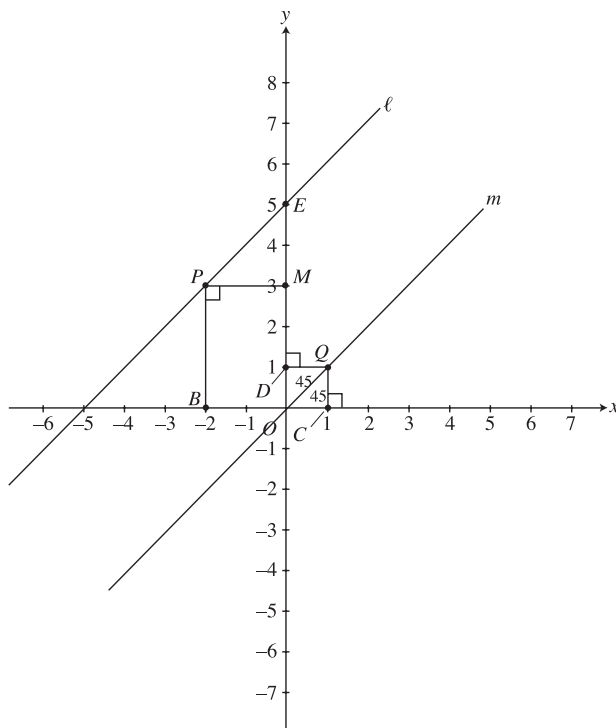
- Other polygons
 - Angles in a polygon
 - Perimeter
 - Area
- Circles
 - Diameter
 - Radius
 - Arc
 - Tangent to a circle
 - Circumference
 - Area
- Solid geometry
 - Solid figures and volumes
 - Surface area
- Geometric perception
- Coordinate geometry
 - Slopes, parallel lines, and perpendicular lines
 - The midpoint formula
 - The distance formula
- Transformations

The SAT doesn't include:

- Formal geometric proofs
- Trigonometry
- Radian measure

Geometric Notation

You will need to be able to recognize and use geometric notation for points and lines, line segments, rays, angles and their measures, and lengths.



In the figure above, the xy -coordinate plane has origin O . The values of x on the horizontal x -axis increase as you move to the right, and the values of y on the vertical y -axis increase as you move up. Line ℓ contains point P , which has coordinates $(-2, 3)$, and point E , which has coordinates $(0, 5)$. Line m passes through the origin $O(0, 0)$ and the point $Q(1, 1)$.

Lines ℓ and m are parallel—they never meet. This is written $\ell \parallel m$.

You will also need to know the meaning of the following notation:

\overline{PE}	the line containing the points P and E (this is the same as line ℓ)
\overline{PE}	the line segment with endpoints P and E
PE	the length of the line segment \overline{PE} (you can write $PE = 2\sqrt{2}$)
\overrightarrow{PE}	the ray starting at P and extending infinitely in the direction of E
\overrightarrow{EP}	the ray starting at E and extending infinitely in the direction of P
$\angle DOC$	the angle formed by \overrightarrow{OD} and \overrightarrow{OC}
$m\angle DOC$	the measure of $\angle DOC$ (you can write $m\angle DOC = 90^\circ$)
$\triangle OQC$	the triangle with vertices O , C , and Q
$BPMO$	the quadrilateral with vertices B , P , M , and O
$\overline{BP} \perp \overline{PM}$	the relation that \overline{BP} is perpendicular to \overline{PM} (you should also recognize that the small square within $\angle BPM$ means this is a right angle)

CHAPTER 18

Data Analysis, Statistics, and Probability Review

Concepts You Need to Know

For the math questions covering data analysis, statistics, and probability concepts, you should be familiar with all of the following basic skills and topics:

- Data interpretation
- Statistics
 - Arithmetic mean
 - Median
 - Mode
 - Weighted average
 - Average of algebraic expressions
 - Using averages to find missing numbers
- Elementary probability
- Geometric probability

The SAT doesn't include

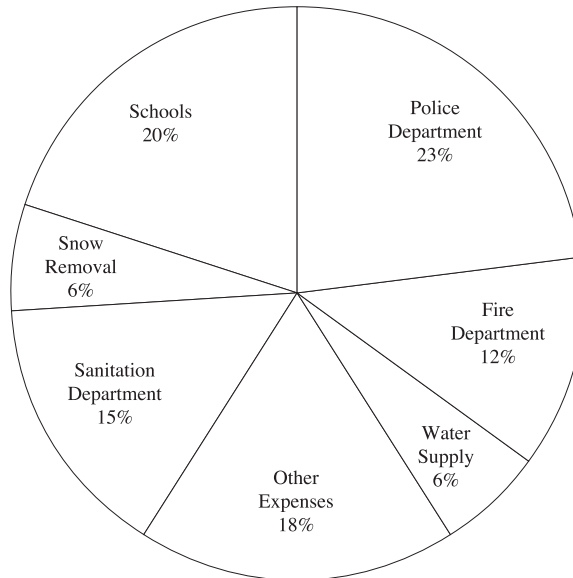
- Computation of standard deviation

Data Interpretation

Your primary task in these questions is to interpret information in graphs, tables, or charts, and then compare quantities, recognize trends and changes in the data, or perform calculations based on the information you have found. You should be able to understand information presented in a table or in various types of graphs.

Circle Graphs (Pie Charts)

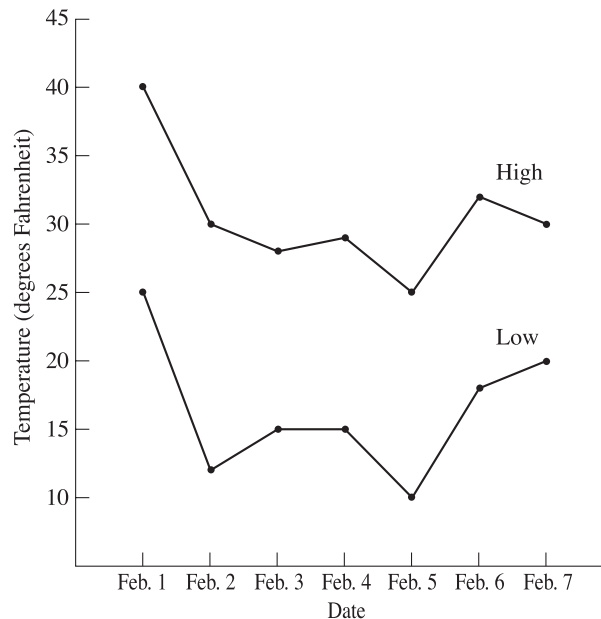
MUNICIPAL EXPENSES FOR THE TOWN OF WESTON IN 2004



The above pie chart shows the percentages of its total expenditures that Weston spends on various types of expenses. Suppose you are given that Weston’s total expenses in 2004 were \$10 million, and you are asked for the amount of money spent on the police department and fire department combined. You can see that together these two categories account for $23\% + 12\% = 35\%$ of the town’s expenses. Therefore, Weston spends 35% of \$10 million = \$3.5 million on the police and fire departments combined.

Line Graphs

Information can be displayed in a line graph. Below is an example of a double line graph that shows the high and low temperatures in Weston for the first seven days of February.



CHAPTER 19

Multiple-Choice Questions

The SAT mathematics section includes 44 multiple-choice questions and covers the content you reviewed in Chapters 15 to 18: number and operations; algebra and functions; geometry and measurement; and data analysis, statistics, and probability. You may find a calculator helpful on some problems, but none of the problems requires the use of one. While you're doing the sample questions in this chapter, practice using the calculator you plan to take to the test. It is important that you be familiar with your own calculator and know when it can be helpful to you.

Approaches to Multiple-Choice Questions

- ▶ *Ask yourself the following questions before you solve each problem:*
 1. What is the question asking?
 2. What do I know?

- ▶ *Once you've answered the preceding questions, do the following:*
 - Answer the question asked.
 - Check that your answer makes sense.
 - Check your work from the beginning. If you can, use a different method from the one you used to get the answer. If you use the same method, you may make the same mistake again.

- ▶ *Work the problems in your test booklet.* You will not receive credit for anything written in the booklet, but you will be able to check your work if you have time. Here are some suggestions on how to use your test booklet:
 - Draw figures to help you think through problems that involve geometric shapes, segment lengths, distances, proportions, sizes, and so on.


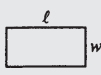

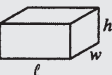


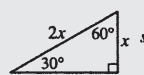

- Mark key information on graphs and add information to drawings and diagrams as you work through the problems.
 - Mark each question that you don't answer so that you can easily go back to it later.
 - When you're working on a question, draw a line through each choice you eliminate.
- *Substitute numbers.* Some questions use variables (indicated by letters) to represent the values you are asked to consider. You can make the problem more concrete by substituting numbers for the variables.
- Use common sense when picking numbers to substitute.
 - Substitute numbers that are easy to work with.
- *Substitute in the answer choices.* Sometimes you can find the correct answer by working backward. Try substituting in the answer choices to see which one works. When substituting in the answer choices, start with choice (C). If the choices are numbers, they are usually listed in order from lowest to highest value or highest to lowest. If (C) turns out to be too high, you may not have to try out the larger numbers, and if (C) is too low, you don't have to try out the smaller numbers. However, keep in mind that this method may be time-consuming, and it may be quicker and easier to just work through the problem from the beginning.
- *Make an educated guess when you can eliminate at least one answer choice.* On multiple-choice questions, if you can eliminate even one incorrect answer choice, you increase your chances of getting a question right. With each correct answer, you gain one point; if you leave the answer blank, you do not receive any points; but if your answer is wrong, you lose only one-fourth ($\frac{1}{4}$) of a point.

Sample Questions

Directions: For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

Notes

- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems.
They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
- Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information								
	$A = \pi r^2$ $C = 2\pi r$	$A = \ell w$	$A = \frac{1}{2}bh$	$V = \ell wh$	$V = \pi r^2 h$	$c^2 = a^2 + b^2$	Special Right Triangles	

The number of degrees of arc in a circle is 360.
The sum of the measures in degrees of the angles of a triangle is 180.

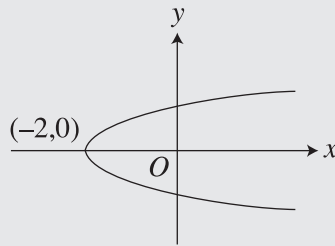
1. $\frac{1}{2} \cdot \frac{2x}{3} \cdot \frac{3}{4} \cdot \frac{4}{5y} \cdot \frac{5}{6} \cdot \frac{6}{7} =$

- (A) $\frac{x}{7y}$
- (B) $\frac{3x}{7y}$
- (C) $\frac{21}{27} \cdot xy$
- (D) $\frac{6x}{7}$
- (E) $\frac{7y}{8x}$

14. If $a > b$ and $a(b - a) = 0$, which of the following must be true?

- I. $a = 0$
- II. $b < 0$
- III. $a - b > 0$

- (A) I only
- (B) II only
- (C) III only
- (D) I and II only
- (E) I, II, and III



15. The graph above is a parabola that is symmetric about the x -axis. Which of the following could be an equation of the parabola?

- (A) $x = y^2 - 2$
- (B) $x = -y^2 - 2$
- (C) $x = (y - 2)^2$
- (D) $x = (y - \sqrt{2})^2$
- (E) $x = -(y - \sqrt{2})^2$

Answer Key

1. C
2. B
3. D
4. D
5. C
6. A
7. E
8. C
9. B
10. B
11. E
12. A
13. D
14. E
15. A



Additional practice questions can be found in *The Official SAT Online Course* at www.collegeboard.com/satonlinecourse.

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