

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
DIVISION OF CURRICULUM AND INSTRUCTION

**COLLEGE STUDY SKILLS**

|                      |                     |
|----------------------|---------------------|
| Length of Course:    | <u>Term</u>         |
| Elective / Required: | <u>Elective</u>     |
| Schools:             | <u>High Schools</u> |
| Student Eligibility: | <u>Grade 11</u>     |
| Credit Value:        | <u>5 Credits</u>    |
| Date Approved:       | <u>11/22/10</u>     |

# COLLEGE STUDY SKILLS

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**Modifications will be made to accommodate IEP mandates for classified students.**

## INTRODUCTION

The Scholastic Assessment Test (SAT I) is a standardized test frequently used for admission to four-year institutions of higher learning. The test is one factor used by many admissions personnel; other factors are academic performance in high school, class rank, extracurricular activities, recommendations, and personal interviews.

The SAT I is designed to predict future academic performance during the first year of college. The verbal section measures critical reading, reasoning and vocabulary. The writing section includes multiple choice questions and a written essay. The multiple choice questions measure students' ability to identify sentence errors, improve sentences, and improve paragraphs. The essay measures students' ability to effectively and insightfully address a writing task on demand using examples to support their positions.

In view of the importance attached to the SAT I, this course is designed to augment the academic courses that the college-bound student takes.

Homework, assigned regularly, shall include opportunities for vocabulary development and applications of the skills and strategies presented in class. Students will be tested regularly to ensure growth in these areas. Notebooks and vocabulary flashcards are required.

Students will be pre-tested in all areas included in the SAT I to determine strengths and weaknesses and, at regular intervals, will be given timed tests to determine progress. At the conclusion of the course, a post-test simulating actual SAT I conditions will be administered to determine overall growth in verbal proficiency. Performance throughout the course will be recorded on a progress chart.

The College Study Skills curriculum guide was revised in February 2005 to reflect the changes to the 2005 SAT I. As outlined by the College Entrance Examination Board, the new test deletes the analogy section and adds a writing section. Revised course

content is aligned to the New Jersey Content Standards. Implementation begins in September 2005. This curriculum guide supersedes other previously used for College Study Skills.

The curriculum guide was revised by:

Lauren Bowers – Edison High School, October 1, 2010

Gina Corsun - Edison High School

Dorothy Ferreri - John P. Stevens High School

Coordinated by:

Janet Thompson - Supervisor of English, John P. Stevens High School

Diann Richards - Supervisor of English, Edison High School

## COURSE MASTERY OBJECTIVES

## VERBAL

At the successful completion of this course, students will:

1. demonstrate an understanding of the purpose, philosophy, and format of the verbal section of the Scholastic Assessment Test (SAT I).
2. demonstrate proficiency in applying test-taking skills in testing situations, including efficient pacing during time allotments of fifteen or thirty minutes (matching the verbal subtests of the SAT I).
3. recognize individual strengths and weaknesses in each area of verbal skills as evidenced by pre-, during, and post-tests.
4. demonstrate a substantially increased reading and writing vocabulary through a cumulative and intensive study of significant Latin and Greek roots/prefixes, word biographies, and synonym clusters.
5. demonstrate proficiency in applying strategies for recognizing words through the use of context clues.
6. demonstrate proficiency in recognizing nuances of meaning when choosing appropriate vocabulary.
7. demonstrate proficiency in applying strategies in answering sentence completion items.
8. demonstrate proficiency in applying critical reading skills (vocabulary in context, literal comprehension, extended reasoning) to passages relating to humanities, natural sciences, social sciences, the arts, and the narrative; extended reasoning (inferential) includes interpretation, analysis/synthesis, and evaluation.
9. demonstrate confidence in ability to answer sentence completion and reading comprehension items.
10. demonstrate proficiency in recognizing sentence elements that are ambiguous and confusing, choosing words carefully, and connecting them for clear meaning.
11. become more familiar with the conventions of standard written English, such as word choice, use of noun and preposition phrases, and sentence construction.
12. demonstrate confidence in using the writing process to revise draft essays and in collaborating with classmates and teachers to clarify meaning in writing.
13. develop proficiency in identifying the subject and verb of the sentence, thus enhancing understanding of subject and verb agreement.
14. demonstrate an understanding of the distinction between informal pronoun usage, spoken pronoun usage, and standard written pronoun usage.
15. demonstrate an increased ability to identify various sentence patterns and their effective use and incorporate sentence variety in personal writing.

**Public Schools of Edison Township  
Division of Curriculum and Instruction**

**Draft 13**

**Framework For Essential Instructional Behaviors, K-12  
Common Threads**

Edison's Framework for Essential Instructional Behaviors, K-12, represents a collaboratively developed statement of effective teaching. The lettered indicators are designed to explain each common thread, but do not denote order of importance. This statement of instructional expectation is intended as a framework; its use as an observation checklist would be inappropriate.

**1. Planning Which Sets The Stage For Learning & Assessment**

*Does the planning show evidence of:*

- a. units and lessons which show a direct relationship between student learning needs, the written curriculum, and the New Jersey Core Content Curriculum Standards.
- b. clearly defined, curriculum-based learning objectives that are based on diagnosis of student needs and readiness levels
- c. instructional strategies and materials that challenge students to achieve at the highest standards of performance.
- d. lesson design sequenced to make meaningful connections to overarching concepts and essential questions.
- e. use of thematic disciplinary units to integrate science, social studies, language arts, and math.
- f. activities to promote student reading, writing, listening, speaking, and viewing.
- g. provision for effective use of available materials, technology and outside resources.
- h. accurate knowledge of subject matter.
- i. knowledge of a variety of instructional strategies and best practices, including strategies for assessing student readiness levels and differentiating instruction.
- j. strategies to enable co-planning and co-teaching in shared teaching situations.
- k. lessons that provide for increasing student independence and responsibility for learning.
- l. multiple means of assessment, including performance assessment, that are authentic in nature and realistically measure student understanding.
- m. diagnostic and formative assessments that inform instructional design.
- n. appropriate homework assignments that reinforce and extend learning and build upon previously learned concepts.

**2. Productive Learning Climate & Classroom Management**

*Does the student-teacher interaction and the classroom show evidence of:*

- a. an environment which is learner-centered, content rich, and reflective of children's efforts.
- b. a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender, and readiness levels.
- c. opportunities for student voice and student choice.
- d. proactive rules and routines which students have internalized, and effective use of relationship-preserving reactive strategies when necessary.
- e. a safe, positive and open classroom environment in which children and teachers take risks, and learn by trial and error.
- f. effective use of classroom time with a focus on accomplishing learning objectives.
- g. classroom furniture and physical resources arranged in a way that supports student interaction, lesson objectives and learning activities.

**3. Teaching & Learning*****Does the instruction show evidence of:***

- a. differentiation of instruction to meet the needs of all learners, including meeting the targeted goals of students with Individualized Education Plans (IEPs).
- b. use of a variety of grouping strategies including individual conferences, cooperative learning structures, flexible groups, learning partners, and whole-class instruction based on assessments of student readiness levels and interests.
- c. addressing the visual, auditory, and kinesthetic/tactile learning modalities.
- d. use of available technology including computer PowerPoint and multi-media presentations by teacher and students.
- e. deliberate selection and use of cognitive organizers and hands-on manipulatives.
- f. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson.
- g. students achieving the objectives of the lesson through a variety of planned and, when appropriate, unplanned learning activities.
- h. strategies for concept building including the use of the experiential learning cycle, inductive learning, and discovery-learning and inquiry activities.
- i. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms.
- j. deliberate teacher modeling of effective thinking and learning strategies during the lesson.
- k. real world applications and connections to students lives, interests, and home cultures.
- l. opportunities for students to actively process the learning through closure at salient points in the lesson.
- m. use of questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking through analysis, synthesis, and evaluation.
- n. development of students' understanding as evidenced through their growing perspective, empathy, and self-knowledge regarding the content and meaning of the lesson.
- o. active student engagement, individually and collaboratively, throughout the lesson.
- p. varied writing activities such as journals, learning logs, creative pieces, letters, charts, notes, and research reports that connect to and extend learning in all content areas.
- q. assessing student learning before, during, and after the lesson, to provide timely feedback to students and adjust instruction accordingly.

**4. Professional Responsibilities & Characteristics*****Does the teacher show evidence of:***

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning.
- b. reflecting upon teaching to inform instruction.
- c. maintaining accurate records and completing forms/reports in a timely manner.
- d. communicating with parents about their child's progress and the instructional process.
- e. treating learners with care, fairness, and respect.
- f. working collaboratively and cooperatively with colleagues.
- g. sharing planning and instructional responsibilities in co-teaching partnerships.
- h. maintaining positive and productive relationships with Child Study Team members, guidance counselors, school nurses, speech therapists, and other professional staff at the building level.
- i. maintaining positive relationships with school support staff including secretaries, paraprofessionals, lunch aides, and custodial staff.
- j. being flexible and open to suggestions from supervisors and administrators.
- k. presenting a professional appearance.



PROGRAM OBJECTIVES AND NEW JERSEY CORE  
CURRICULUM CONTENT STANDARDS AND STRANDS

## 1. College and Career Readiness Standard for Reading: Informational Text

### CCSS - Objective 1:

Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### CCSS - Objective 2:

Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### CCSS - Objective 3:

Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### CCSS - Objective 4:

Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

### CCSS - Objective 5:

Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

### CCSS - Objective 6:

Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### CCSS - Objective 7:

Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## 2. College and Career Readiness Standard for Writing

### CCSS - Objective 4:

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS - Objective 5:**

Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS - Objective 9:**

Students will draw evidence from literary or informational texts to support analysis, reflection, and research.

**3. College and Career Readiness Standard for Speaking and Listening****CCSS - Objective 1:**

Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Students will propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Students will respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS - Objective 3:**

Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, point of emphasis, and tone used.

**4. College and Career Readiness Standard for Language****CCSS - Objective 1:**

Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Students will apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Students will resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**CCSS - Objective 2:**

Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Students will observe hyphenation conventions.

**CCSS - Objective 3:**

Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend ore fully when reading or listening.

- Students will vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**CCSS - Objective 4:**

Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- Students will use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Students will identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Students will consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Students will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS - Objective 5:**

Students will demonstrate understanding of figurative language, word relationships, nuances | word meanings.

- Students will analyze nuances in the meaning of words with similar denotations.

### Language Arts Literacy

**Mission:** *Learning to read, write, speak, listen, and view critically, strategically and creatively enables students to discover personal and shared meaning throughout their lives.*

#### Standard 3.1 Reading

All students will understand and apply the knowledge of sounds letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

| <b>Big Idea:</b> The ability to read a variety of texts requires independence, comprehension and fluency.                                                                                      |                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Essential Questions</b>                                                                                                                                                                     | <b>Enduring Understandings</b>                                                                                                                                                                             |
| <b>Strand A. Concepts About Print</b> <ul style="list-style-type: none"> <li>How does understanding a text's structure help me better understand its meaning?</li> </ul>                       | <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul>                         |
| <b>Strand B. Phonological Awareness</b> <ul style="list-style-type: none"> <li>How are sounds represented by letters?</li> </ul>                                                               | <ul style="list-style-type: none"> <li>Letters and letter combinations represent sounds.</li> </ul>                                                                                                        |
| <b>Strand C. Decoding and Word Recognition</b> <ul style="list-style-type: none"> <li>How do I figure out a word I do not know?</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> </ul>                         |
| <b>Strand D. Fluency</b> <ul style="list-style-type: none"> <li>How does fluency affect comprehension?</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Fluent readers group words quickly to help them gain meaning from what they read.</li> </ul>                                                                        |
| <b>Strand E. Reading Strategies (before, during, and after reading)</b> <ul style="list-style-type: none"> <li>What do readers do when they do not understand everything in a text?</li> </ul> | <ul style="list-style-type: none"> <li>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ul> |
| <b>Strand F. Vocabulary and Concept Development</b> <ul style="list-style-type: none"> <li>Why do readers need to pay attention to a writer's choice of words?</li> </ul>                      | <ul style="list-style-type: none"> <li>Words powerfully affect meaning.</li> </ul>                                                                                                                         |
| <b>Strand G. Comprehension Skills and Response to Text</b> <ul style="list-style-type: none"> <li>How do readers construct meaning from text?</li> </ul>                                       | <sup>a</sup> Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.                                        |
| <b>Strand H. Inquiry and Research</b> <ul style="list-style-type: none"> <li>Why conduct research?</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Researchers gather and critique information from different sources for specific purposes.</li> </ul>                                                                |

### Standard 3.2 Writing

All students will write in clear, concise organized language that varies in content and form for different audiences and purposes.

| <b>Big Idea:</b> Writing is the process of communicating in print for a variety of audiences and purposes.                                                                                                                          |                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential Questions                                                                                                                                                                                                                 | Enduring Understandings                                                                                                                                                                                    |
| <b>Strand A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b> <ul style="list-style-type: none"> <li>How do good writers express themselves? How does process shape the writer's product?</li> </ul> | <ul style="list-style-type: none"> <li>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> </ul>                                             |
| <b>Strand B. Writing as a Product (resulting in a formal product or publication)</b> <ul style="list-style-type: none"> <li>How do writers develop a well written product?</li> </ul>                                               | <ul style="list-style-type: none"> <li>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> </ul> |
| <b>Strand C. Mechanics, Spelling, and Handwriting</b> <ul style="list-style-type: none"> <li>How do rules of language affect communication?</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Rules, conventions of language, help readers understand what is being communicated.</li> </ul>                                                                      |
| <b>Strand D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b> <ul style="list-style-type: none"> <li>Why does a writer choose a particular form of writing?</li> </ul>                                     | <ul style="list-style-type: none"> <li>A writer selects a form based on audience and purpose.</li> </ul>                                                                                                   |

### Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

| <b>Big Idea:</b> Oral language is a tool for communicating, thinking, and learning.                                                                                                                              |                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential Questions                                                                                                                                                                                              | Enduring Understandings                                                                                                                                       |
| <b>Strand A. Discussion</b> <ul style="list-style-type: none"> <li>How can discussion increase our knowledge and understanding of an idea(s)?</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Oral discussion helps to build connections to others and create opportunities for learning.</li> </ul>                 |
| <b>Strand B. Questioning (Inquiry) and Contributing</b> <ul style="list-style-type: none"> <li>When is it appropriate to ask questions?</li> <li>How do speakers express their thoughts and feelings?</li> </ul> | <ul style="list-style-type: none"> <li>Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.</li> </ul> |
| <b>Strand C. Word Choice</b> <ul style="list-style-type: none"> <li>Now does the choice of words affect the message?</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>A speaker's choice of words and style set a tone and define the message.</li> </ul>                                    |

|                                                                                                                                                                         |                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strand D. Oral Presentation</b> <ul style="list-style-type: none"> <li>• How does a speaker communicate so others will listen and understand the message?</li> </ul> | <ul style="list-style-type: none"> <li>• A speaker selects a form and organizational pattern based on the audience and purpose</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

## COLLEGE STUDY SKILLS PACING GUIDE

### MARKING PERIOD 1:

#### Course Introduction

- Getting to know the SAT Test: format, scoring and strategies

#### Preparing for Practice Test #1

- The SAT words
- Encountering new words: how to use to prefixes, roots and suffixes to understand meaning
- Vocabulary building  
Practice SAT Test #1 and review of answers

### MARKING PERIOD 2:

#### Preparing for Practice Test #2

- Vocabulary building
- Reading comprehension
- Practice essay: peer evaluation, revising and editing
- Practice SAT Test #2 and review of answers

### MARKING PERIOD 3:

#### Preparing for Practice Test #3

- Vocabulary building
- Grammar and Usage
- Practice essay: peer evaluation, revising and editing
- Practice SAT Test #3 and review of answers
- 

#### Preparing for Practice Test #4

- Vocabulary, reading comprehension and grammar and usage
- Practice essay
- Practice SAT Test #4 and review of answers

### MARKING PERIOD 4:

#### Preparing for Practice Test #5

- Practice SAT Test #5 and review of answers
- Comparison of the SAT I and the SAT II tests
- SAT strategy project and presentation

#### Course Closeout

- Course reflection and evaluation

**SAT SKILLS AND SUGGESTIONS FOR IMPROVEMENT****VERBAL SKILLS****Understanding main ideas in a reading passage**

**How to improve:** Read the whole passage carefully and try to determine the author's overall message. Practice making distinctions between the main idea and supporting details.

**Understanding tone**

**How to improve:** When reading, consider how an author's choice of words help define his or her attitudes. Pay attention to the way in which tone conveys meaning in conversation and in the media.

**Comparing and contrasting ideas presented in two passages**

**How to improve:** Read editorials that take opposing views on an issue. Look for differences and similarities in tone, point of view, and main idea.

**Understanding the use of examples**

**How to improve:** Authors often include examples in their writing to communicate and support their ideas. Read different kinds of argumentative writing (editorials, criticism, personal essays) and pay attention to the way examples are used. State the point of the examples in your own words. Use examples in your own writing.

**Recognizing the purpose of various writing strategies**

**How to improve:** Writers use a variety of tools to achieve their effects. While you read, look for such things as specific examples, quotations, striking images, and emotionally loaded words. Think about the connotations of specific words and why the author might have decided to use them.

**Making inferences**

**How to improve:** When you read nonfiction prose, try to determine the author's beliefs and assumptions.

**Determining an author's purpose or perspective**

**How to improve:** Authors write for a variety of purposes, such as to inform, to explain, or to convince. When you read, try to determine why the author wrote what he or she wrote.

**Making connections between information in different parts of a passage**

**How to improve:** Work on figuring out the relationship between the material presented in one part of a reading passage and material presented in another part. Ask yourself, for example, how facts presented in the beginning of a magazine article relate to the conclusion.

**Distinguishing conflicting viewpoints**

**How to improve:** When reading, practice summarizing main ideas and noting sentences that mark transition points. Learn to understand methods of persuasion and argumentation. Expand your reading to include argumentative writing, such as political commentary, philosophy, and criticism.

**Resisting superficial word repetition in a passage**

**How to improve:** Don't select an answer choice just because it contains key words or phrases from the passage. Practice restating in your own words the ideas presented in the passage.

**Being thorough**

**How to improve:** Don't just pick the first answer choice you see that looks tempting. Be sure to evaluate all the choices before you select your answer, just as you would read an entire paragraph rather than assume its meaning based only on the first sentence.

**Understanding difficult vocabulary**

**How to improve:** Broaden your reading to include newspapers and magazines, as well as fiction and nonfiction from before the 1900s. Include reading material that is a bit outside your comfort zone. Improve your knowledge of word roots to help determine the meaning of unfamiliar words.

**Understanding how negative words, suffixes, and prefixes affect sentences**

**How to improve:** When reading, pay attention to the ways in which authors use negation. Look at how negative words (like “not” and “never”), prefixes (like “un” and “im”), and suffixes (like “less”) affect the meaning of words and sentences.

**Understanding complex sentences**

**How to improve:** Ask your English teacher to recommend books that are a bit more challenging than those you’re used to reading. Practice breaking down the sentences into their component parts to improve your comprehension. Learn how dependent clauses and verb phrases function in sentences.

**Recognizing connections between ideas in a sentence**

**How to improve:** Learn how connecting words (such as relative pronouns and conjunctions) establish the relationship between different parts of a sentence.

**Recognizing words that signal contrasting ideas in a sentence**

**How to improve:** Learn how certain words (such as “although”, “but”, “however”, and “while”) are used to signal a contrast between one part of a sentence and another.

**Recognizing a definition when it is presented in a sentence**

**How to improve:** Learn how such elements as appositives, subordination, and punctuation are used to define words in a sentence.

**Understanding sentences or analogies that deal with abstract ideas**

**How to improve:** Broaden your reading to include newspaper editorials, political essays, and philosophical writings.

**Understanding and using a word in an unusual context**

**How to improve:** Work on using word definitions when choosing an answer. Try not to be confused by an unusual meaning of a term.

**Comprehending long sentences**

**How to improve:** Practice reducing long sentences into small, understandable parts.

**Choosing a correct answer based on the meaning of the entire sentence**

**How to improve:** Make sure your answer choice fits the logic of the sentence as a whole. Don't choose an answer just because it sounds good when inserted in the blank.

**Understanding words and relationships commonly associated with science**

**How to improve:** Read magazine articles about scientific subjects to improve your comfort level in this area.

|                       |
|-----------------------|
| <b>WRITING SKILLS</b> |
|-----------------------|

**Being precise and clear**

**How to improve:** Learn to recognize sentence elements that are ambiguous and confusing. In your writing, choose words carefully and connect them for clear meaning.

**Following conventions in writing**

**How to improve:** Review the chapters in a grammar conventions, such as word choice, use of noun and prepositional phrases, and sentence construction. Work with your teacher to become more familiar with the conventions of standard written English.

**Recognizing logical connections within sentences and passages**

**How to improve:** Use the writing process to help you revise your draft essays. Work with classmates and teachers to clarify meaning in your writing.

**Using verbs correctly**

**How to improve:** Make sure that you can identify the subject and verb of a sentence. Make sure you understand subject and verb agreement.

**Recognizing improper pronoun use**

**How to improve:** Learn to understand the distinction between informal, spoken pronoun usage and standard written pronoun usage. Review the way you use pronouns in your own writing. Ask your teacher to help you identify and correct pronoun errors in your own writing.

**Understanding the structure of sentences with unfamiliar vocabulary**

**How to improve:** Read material that contains unfamiliar vocabulary. Look for context clues to help you guess at the meaning of unfamiliar words as you read.

**Understanding complicated sentence structures**

**How to improve:** Refer to a grammar book to identify various sentence patterns and their effective use. Vary the sentence patterns in your own writing.

**Understanding the structure of long sentences**

**How to improve:** As you read, break long sentences into smaller units of meaning.

**Understanding the structure of sentences with abstract ideas**

**How to improve:** Read newspapers, magazines, and books that deal with subjects such as politics, economics, history, or philosophy.

**Understanding the structure of sentences that relate to science or math**

**How to improve:** Focus on how something is said as well as on what is said. Write about the things you are learning in math and science classes. Read articles in the science section of newspapers and magazines so that you will feel more comfortable with scientific or math content.

**Understanding the structure of sentences that relate to the arts**

**How to improve:** Focus on how something is said as well as on what is said. Read articles in newspapers and magazines about the arts so that you will feel more comfortable with these subjects.

## GUESSING ON THE SAT

Guessing has always been a major issue on the SAT. Many students and teachers incorrectly believe that you should never guess on this test. In fact, however, guessing can significantly raise your SAT score. As an illustration of the impact of guessing, we've developed a couple of short quizzes made up of 30 of the hardest questions ever to appear on the SAT. ***To make the questions even harder, we're not even going to show them to you.*** Are you ready?

**GUESSING QUIZ 1**

**Directions:** Circle the correct answer for each question.

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

**SCORING GUESSING QUIZ 1**

Now we'll score the quiz using the SAT Verbal Scale (start with 230). Our quiz had only 30 questions, rather than 78, so we'll make each question worth 20 SAT points. Wrong answers will cost you 5 points each, one-fourth of the value of a correct answer.

- |                                                                           |       |
|---------------------------------------------------------------------------|-------|
| 1. Start with 230 SAT Verbal points.<br>(for your blank Quiz 1)           | 230   |
| 2. Gain 20 SAT points for every correct answer.<br>(# correct _____ x 20) | _____ |
| 3. Subtotal (line 1 + line 2)                                             | _____ |
| 4. Lose 5 points for every wrong answer.<br>(# wrong _____ x 5)           | _____ |
| 5. Actual gain or loss on Quiz 1<br>(line 3 - line 4)                     | _____ |
| 6. Estimated Quiz 1 Score<br>(line 5)                                     | _____ |

**IMPACT OF GUESSING ON QUIZ 1 SCORE**

If one million students took Guessing Quiz 1, the average total gain would be ZERO. This is because the adjustment for wrong guesses is mathematically established to eliminate the gains from correct guesses.

Guessing Quiz 1 illustrates the impact of random guessing on the SAT verbal test. The point is, don't bother. Depending on whether you are lucky or unlucky, random guessing might give you a small gain or loss. On the average, however, it will not make a significant difference on your score.

Does this mean you should never guess on the SAT? Not at all. It means only that you should not waste time with blind guessing. Guessing Quiz 2 illustrates the positive impact that comes from guessing after you eliminate one or more answer choices.

**GUESSING QUIZ 2**

In order to demonstrate the correct way to guess the SAT, we've eliminated some of the wrong choices on Guessing Quiz 2. You will still be blind guessing, but from fewer choices. Again, you don't get to see the questions. Take Guessing Quiz 2 now.

**Directions:** Circle the correct answer for each question.

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

|     | A    | B       | C       | D       | E       | F       | G       |
|-----|------|---------|---------|---------|---------|---------|---------|
| 1.  | Date | Test #1 | Test #2 | Test #3 | Test #4 | Test #5 | Test #6 |
| 2.  | 800  |         |         |         |         |         |         |
| 3.  |      |         |         |         |         |         |         |
| 4.  | 750  |         |         |         |         |         |         |
| 5.  |      |         |         |         |         |         |         |
| 6.  | 700  |         |         |         |         |         |         |
| 7.  |      |         |         |         |         |         |         |
| 8.  |      |         |         |         |         |         |         |
| 9.  |      |         |         |         |         |         |         |
| 10. |      |         |         |         |         |         |         |
| 11. | 650  |         |         |         |         |         |         |
| 12. |      |         |         |         |         |         |         |
| 13. |      |         |         |         |         |         |         |
| 14. |      |         |         |         |         |         |         |
| 15. |      |         |         |         |         |         |         |
| 16. | 600  |         |         |         |         |         |         |
| 17. |      |         |         |         |         |         |         |
| 18. |      |         |         |         |         |         |         |
| 19. |      |         |         |         |         |         |         |
| 20. |      |         |         |         |         |         |         |
| 21. | 550  |         |         |         |         |         |         |
| 22. |      |         |         |         |         |         |         |
| 23. |      |         |         |         |         |         |         |
| 24. |      |         |         |         |         |         |         |
| 25. |      |         |         |         |         |         |         |
| 26. | 500  |         |         |         |         |         |         |
| 27. |      |         |         |         |         |         |         |
| 28. |      |         |         |         |         |         |         |
| 29. |      |         |         |         |         |         |         |
| 30. |      |         |         |         |         |         |         |
| 31. | 450  |         |         |         |         |         |         |
| 32. |      |         |         |         |         |         |         |
| 33. |      |         |         |         |         |         |         |
| 34. |      |         |         |         |         |         |         |
| 35. |      |         |         |         |         |         |         |
| 36. | 400  |         |         |         |         |         |         |
| 37. |      |         |         |         |         |         |         |
| 38. |      |         |         |         |         |         |         |
| 39. |      |         |         |         |         |         |         |
| 40. |      |         |         |         |         |         |         |
| 41. | 350  |         |         |         |         |         |         |
| 42. |      |         |         |         |         |         |         |
| 43. |      |         |         |         |         |         |         |
| 44. |      |         |         |         |         |         |         |
| 45. |      |         |         |         |         |         |         |
| 46. | 300  |         |         |         |         |         |         |
| 47. |      |         |         |         |         |         |         |
| 48. |      |         |         |         |         |         |         |
| 49. |      |         |         |         |         |         |         |
| 50. | 250  |         |         |         |         |         |         |

|     | A            | B                 | C                  | D          | E          | F                   | G                |
|-----|--------------|-------------------|--------------------|------------|------------|---------------------|------------------|
| 1.  | Testing Date | Raw Score/<br>SAT | Analog/<br># Right | RC/# Right | SC/# Right | Guesses/<br># Right | Points<br>Gained |
| 2.  |              |                   |                    |            |            |                     |                  |
| 3.  | Test #1      |                   |                    |            |            |                     |                  |
| 4.  |              |                   |                    |            |            |                     |                  |
| 5.  |              |                   |                    |            |            |                     |                  |
| 6.  | Test #2      |                   |                    |            |            |                     |                  |
| 7.  |              |                   |                    |            |            |                     |                  |
| 8.  |              |                   |                    |            |            |                     |                  |
| 9.  | Test #3      |                   |                    |            |            |                     |                  |
| 10. |              |                   |                    |            |            |                     |                  |
| 11. |              |                   |                    |            |            |                     |                  |
| 12. | Test #4      |                   |                    |            |            |                     |                  |
| 13. |              |                   |                    |            |            |                     |                  |
| 14. |              |                   |                    |            |            |                     |                  |
| 15. | Test #5      |                   |                    |            |            |                     |                  |
| 16. |              |                   |                    |            |            |                     |                  |
| 17. |              |                   |                    |            |            |                     |                  |
| 18. | Test #6      |                   |                    |            |            |                     |                  |
| 19. |              |                   |                    |            |            |                     |                  |
| 20. |              |                   |                    |            |            |                     |                  |
| 21. | Test #7      |                   |                    |            |            |                     |                  |
| 22. |              |                   |                    |            |            |                     |                  |
| 23. |              |                   |                    |            |            |                     |                  |
| 24. | Test #8      |                   |                    |            |            |                     |                  |
| 25. |              |                   |                    |            |            |                     |                  |
| 26. |              |                   |                    |            |            |                     |                  |
| 27. | Test #9      |                   |                    |            |            |                     |                  |
| 28. |              |                   |                    |            |            |                     |                  |
| 29. |              |                   |                    |            |            |                     |                  |
| 30. | Test #10     |                   |                    |            |            |                     |                  |
| 31. |              |                   |                    |            |            |                     |                  |
| 32. |              |                   |                    |            |            |                     |                  |
| 33. | Test #11     |                   |                    |            |            |                     |                  |
| 34. |              |                   |                    |            |            |                     |                  |
| 35. |              |                   |                    |            |            |                     |                  |
| 36. | Test #12     |                   |                    |            |            |                     |                  |

# VOCABULARY

## INTRODUCTION TO VOCABULARY

- Reading challenging material and, at the same time, building a more powerful vocabulary are the best ways to raise your SAT verbal score.
- There are over one million words in the English language. You don't have to learn them all. In fact, there are only about 2,000 words that form the core vocabulary used on the SAT.
- These key words are not hard to find. They appear every day in newspapers and magazines. The front page, sports page and entertainment page are replete (filled) with key SAT vocabulary words.
- Add the bolded words/word parts in each lesson to your word card file.
- Read other everyday sources and circle words likely to be on the SAT. Bring these words/sources to class.

**ESTABLISHING A WORD FILE**

It is important this year to keep a word file of vocabulary words to be memorized. A commitment of at least fifteen (15) minutes each night to using these flashcards and memorizing new words and roots and prefixes will show up in an increased verbal SAT score in June. Find a sturdy box and a supply of index cards to last you through the year and begin with list of words from the Hit Parade. Indicate with a + or - the connotation of the word on the front of the flashcard. This will help with memorizing the definition. Sometimes a picture or mnemonic device on the front of the card also helps.

**FRONT**

|        |
|--------|
| + or - |
| word   |
| (clue) |

**BACK**

|                                                                |                       |
|----------------------------------------------------------------|-----------------------|
| low-level<br>synonym                                           | high-level<br>synonym |
| definition                                                     |                       |
| Sentence from a reliable source<br>(teacher, book, dictionary) |                       |

### THE PRINCETON REVIEW HIT PARADE THE FIRST FIFTY

The following are the most frequently tested words on the SAT, *in order of their frequency* on the SAT. We've included short definitions to make easier for you to learn them. These definitions aren't always exactly like the ones you'll find in the dictionary; they're the definitions of the words as they are tested on the SAT.

This abridged list is taken from the Princeton Review's 250 word Hit Parade. Keep in mind that these are not the only words you need to know for the SAT. They're just the words that have been tested most frequently in the past - the words that ETS's question-writers tend to come back to over and over again.

Some SATs are loaded with Hit Parade words; others don't contain as many. One of the most important things the Hit Parade teaches you is the *level* of the vocabulary on the test. Once you get a feel for this level, you'll be able to spot other possible SAT words in your reading.

---

|              |                                                                      |
|--------------|----------------------------------------------------------------------|
| indifferent  | not caring one way or the other; lacking a preference; neutral       |
| apathy       | lack of emotion or interest                                          |
| obscure      | unclear; clouded; partially hidden; hard to understand               |
| ambiguous    | having more than one meaning; vague                                  |
| impartial    | unbiased; neutral                                                    |
| objective    | without bias (as opposed to subjective)                              |
| revere       | to worship; to honor                                                 |
| discriminate | to differentiate; to make a clear distinction; to see the difference |
| denounce     | to speak out against; to condemn                                     |
| innovate     | to be creative; to introduce something new                           |
| subtle       | not obvious; hard to spot                                            |
| stagnant     | not moving                                                           |
| candid       | honest; frank                                                        |
| discern      | to distinguish one thing from another                                |
| hypocritical | insincere                                                            |
| disdain      | contempt; intense dislike                                            |
| abstract     | theoretical; lacking substance (the opposite of concrete)            |
| valid        | founded on fact or evidence                                          |
| inevitable   | unavoidable; bound to happen                                         |
| eccentric    | odd; unusual; quirky                                                 |
| provincial   | narrow-minded; unsophisticated                                       |

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in Massachusetts 617-277-5280

|                   |                                               |
|-------------------|-----------------------------------------------|
| inferred          | deduced by reasoning; implied as a conclusion |
| diverse           | varied                                        |
| apprehensive      | fearful; worried                              |
| vulnerable        | capable of being harmed                       |
| benevolent        | kind; good-hearted; generous                  |
| pious (piety)     | deeply religious                              |
| skeptical         | doubting (the opposite of gullible)           |
| resignation       | acceptance of a situation (secondary meaning) |
| illuminate        | to light up; make clear                       |
| resolution        | determination (also: solution to a problem)   |
| servile           | overly submissive; cringing; like a servant   |
| refute            | to disprove                                   |
| anarchy           | lack of government; chaos                     |
| virulent          | very harmful (like a virus)                   |
| miser             | one who saves greedily                        |
| articulate        | speaking well                                 |
| discord           | disagreement (the opposite of concord)        |
| diligent          | hard-working                                  |
| perceptive        | having keen understanding; discerning         |
| superficial       | on the surface; shallow                       |
| contempt          | to think little of someone                    |
| lucid (elucidate) | clear; easy to understand                     |
| immune            | safe from harm; protected                     |
| aesthetic         | having to do with art or beauty               |
| inclined          | tending toward one direction                  |
| prodigal          | extravagant; wasteful                         |
| uniform           | constant; without variety                     |
| assess            | to estimate the value of; to measure          |
| censor            | one who deletes objectionable matter          |
| complacent        | smug; self-satisfied; overly confident        |
| eloquence         | speaking well                                 |
| virtue            | moral excellence                              |
| guile             | cunning; deceitfulness                        |
| biased            | not neutral; prejudiced                       |

**THE  
PRINCETON  
REVIEW** 

## LESSON 1: TRUTH IN ROOTS

1. For movie-goers, it is a long way from the verisimilitudinous dinos of **Jurassic Park** to the romantic story **Sleepless in Seattle**. But for a student trying to build a more powerful lexicon (a special vocabulary) of SAT words, **Jurassic Park** and **Sleepless in Seattle** have much in common. Both movies can help augment your vocabulary.

Tom Hanks plays a **despondent** Seattle widower whose young son persuades him to unload his grief on a psychologist's national radio call-in show.

- **Despondent** is a very sad word. It means to become disheartened, to lose hope, despairing. A despondent person could also become **melancholy** (sad or depressed), **morose** (gloomy, sullen or withdrawn), or even **distraught** (mentally confused, very upset).

2. Take a close look at the word **Verisimilitudinous**. It begins with the root VER. **VER** means true. Knowing VER gives a keener insight into such words as:

- **VERY** - truly. When you say "very good" to someone, you are really saying "truly good."

- **VERdict** - A verdict is a true saying made on the basis of **VER**ified (and thus true) evidence.

- **VER**acious - If someone is known for her **VER**acity, what do you think she is known for?

3. Take a final look at VERisimilitudinous. The root VER means it has something to do with the truth. The word **similar** means a likeness to something. VERisimilitudinous thus means the appearance of being true or real.

4. Look at the words **plausibility** and **premise**.

- **plausible** - seemingly true. A plausible excuse is thus a seemingly true or reasonable excuse.
- **premise** - a premise is an assertion that serves as the basis for an argument. This course is built on the premise that **augmenting** (increasing) your vocabulary will raise your SAT verbal score.
- **sarcasm** - sarcastic remarks are cutting, taunting comments designed to hurt someone's feelings.
- **diatribe** - a diatribe is a bitter, abusive denunciation. The word diatribe is similar in meaning to the word **tirade**. A tirade is a long, vehement speech denouncing someone.
- **Accord** means an agreement or to be in harmony.
- The word acCORD contains the root CORD. **CORD** is the Latin word for heart. Knowing this root gives new insight into the word accord. When two parties sign an acCORD, their hearts are literally in agreement.
- CORD also provides new insight into several other words. Thus, a **CORDial** greeting is one which is "from the heart." When two people are in **conCORD**, their hearts are literally joined together and thus in harmony. But **disCORD** means that there is a lack of harmony and thus a disagreement.

**scrib / scrip - write**

circumscribe  
proscribe  
ascribe  
inscribe  
prescribe

**arch - chief, principal;**

architect  
archenemy  
archetype  
archipelago

**archy - ruler**

monarchy  
matriarchy  
anarchy  
hierarchy  
oligarchy

**bel / bell - war**

rebel  
belligerent  
bellicose  
antebellum

**spec / spect - look, see**

circumspect  
perspicacious  
speculation  
perspective  
introspection

**voc / vo / vok - call**

vociferous      provocative  
revoke          evocative  
equivocate

**ver - true**

verisimilitude  
verity  
verify  
verdict  
veracious

**cord - heart**

accord  
concord  
cordial  
discord

**jac / jact / jec/ ject - to throw**

projectile  
trajectory  
conjecture  
eject  
abject

## LESSON 1: MATCHING ROOTS AND DEFINITIONS

- |       |    |                |    |                  |
|-------|----|----------------|----|------------------|
| _____ | 1. | ver            | a. | heart            |
| _____ | 2. | jac/jact/jec   | b. | ruler            |
| _____ | 3. | scrib/scrip    | c. | principal, chief |
| _____ | 4. | voc/vok/vow/vo | d. | to throw         |
| _____ | 5. | bel/bell       | e. | true             |
| _____ | 6. | spec/spect     | f. | call             |
| _____ | 7. | arch           | g. | look/see         |
| _____ | 8. | cord           | h. | write            |
| _____ | 9. | archy          | i. | war              |

**LESSON 2: DEEP ARE THE ROOTS**

- Many words share common roots. For example, in Lesson 1 appeared members of the VER (verisimilitudinous, verity, verify, verdict, veracious) and CORD (accord, cordial, concord, discord) families.
- Learning root families can be a very effective way of learning and remembering new SAT words. Here are six more root families. Each family contains a number of high frequency words that appear regularly on SAT.
- Add the bolded words/word parts in this lesson to your word card file.
- Locate other words containing these roots. Bring them to class.

**THE AMI FAMILY**

- **AMI** is a Latin root meaning friend.
- The French word **ami** and the Spanish word **amigo** are both derived from the Latin root AMI.
- So are many other words.

**AMicable** - friendly, peaceful. As historic allies, the United States and Canada enjoy amicable relations.

**AMity** - friendly relations

**AMiable** - friendly, agreeable

**THE GREG FAMILY**

- **GREG** is a Latin word for flock or herd. In English, the root GREG means **group**.
- When GREG is part of a word, it is a clear signal that the word has something to do with a group.

**GREGarious** - liking groups, hence fond of the company of others, sociable. "He was gregarious and outspoken; I'm much more reserved." (Actor Jason Scott Lee comparing himself and Bruce Lee.)

con**GREG**ate - to flock together in a group, hence to assemble. During spring break thousands of college students congregate at Daytona Beach.

se**GREG**ate - to keep apart, to segregate into different groups. Hospitals always segregate those patients who have contagious diseases.

ag**GREG**ate - gathered into a whole or mass, hence the sum total of. The class treasurer announced that the aggregate wealth of the Junior class was more than enough to pay for the prom.

e**GREG**ious - stands out from the group in a negative sense, hence remarkably bad. Who can remember the egregious error Michigan star Chris Webber made during the championship game against North Carolina?

**THE TURB FAMILY**

- The **TURB** family means trouble! Here are some of the trouble-markers.

**TURB**ulence - a state of violent agitation. The turbulent air forced the pilot to turn on the seat belt sign.

imper**TURB**able - calm, can't be troubled. She remained imperturbable and in full command of the situation in spite of the hysteria and panic all around her.

per**TURB** - cause to be alarmed, disturb. Magic Johnson's doctors were perturbed when he attempted to return to the NBA.

**THE CULP FAMILY**

- When something goes wrong, whom do you blame? The **CULP** family of course.

- **CULP** is a Latin root meaning blame.

**CULP**rit - the person or thing that is to blame

**CULP**able - deserving blame

ex**CULP**ate - freed from blame. The judge exculpated him when the real culprit confessed.

in**CULP**ate - to charge with blame

**THE CURR, CURS FAMILY**

- **CURR** is a Latin root meaning to run.

- The **CURR** family was born to run.

**COUR**ier - a runner or messenger. The Federal Express courier delivered the package on time

**CUR**sory - run through quickly, hence hasty. A cursory look at our vocabulary list will not raise your verbal score.

pre**CUR**sor - the forerunner or predecessor. The PSAT is the precursor of the SAT.

dis**CUR**sive - rambling, running aimlessly about. The audience was annoyed by the speaker's discursive presentation.

con**CUR**rent - to run or occur at the same time. The convict is serving two concurrent sentences.

**THE CHRON FAMILY**

- **CHRON** is a root meaning time.
- **CHRON** will never lose track of time.

**CHRON**icle - a continuous and detailed historical account of events

**CHRON**ological - relating to or arranged in time order

**THE DUR FAMILY**

- The **DUR** family will endure.
- **DUR** is a root that means hard.

**DUR**able - able to exist for a long time without significant deterioration

**DOUR** - stern, harsh, obstinant

**THE PATHOS FAMILY**

- **PATHOS** is a family with real feeling or passion.

sym**PATH**y - to feel with, hence a feeling or expression of pity or sorrow for the distress of another.

em**PATH**y - feeling as one would in another person's place

anti**PATH**y - feeling against; dislike. She could not conceal antipathy toward the arrogant student

a**PATH**y - lack of feeling

**THE BR/BREVE FAMILY**

- **BR/BREVE** is a root meaning short, brief.

**BREV**ity - shortness of duration, shortness or conciseness of expression

ab**BRI**evate - to shorten

**BRI**ef - succinct and to the point

**THE AUD/AUDIT FAMILY**

- The **AUD/AUDIT** family is perhaps the most listened to family in history
- **AUD/AUDIT** is a root meaning hear

**AUDIT**ory - having to do with sound

**AUD**io - sound, hearing

**THE AUTO FAMILY**

- **AUTO** is all about self.

**AUTO**crat - a person ruling with unlimited authority

**AUTO**biography - the biography of a person narrated by him/herself

**AUTO**matic - a largely or wholly involuntary reflex

**THE CRED FAMILY**

- When you need someone to trust, who do you turn to? The **CRED** family, of course!

- **CRED** is a root meaning to trust in the truth of, to believe

**CRED**it - giving recognition

**CRED**ible - offering reasonable grounds for being believed

in**CRED**ulous - unwilling to admit or accept what is offered as true

**THE NEO FAMILY**

- The **NEO** family is the newest family on the block.

- **NEO** is a root meaning new, recent.

**NEO**phyte - novice, beginner, tyro

**NEO**classic - constituting a revival or adaptation of the classical

**NEO**natal - relating to or affecting the newborn, the human infant the first month after birth

**neo - new**

neologism  
neophyte  
neophilia

**co / col / con / com / cor - with, together**

connect  
confide  
concede  
coerce  
cohesive  
cohort  
confederate  
collaborate

coherent  
comply  
conjugal  
connubial  
congenial  
coalesce  
coalition  
contrite  
compatible

compliant  
conciliate  
conclave  
coalition  
contrite  
conciliate  
conclave  
commensurate

**turb - trouble**

turbulence  
imperturbable  
perturb

**culp - blame**

culprit  
culpability  
culpable  
exculpate  
inculcate

**cred / credit - to believe**

credulous  
incredulity  
credence  
credentials  
credo

**chron - time**

synchronize  
chronicle  
chronology  
chronic  
chronological  
anachronism  
chronometer

**pathos - pity**

sympathy  
empathy  
antipathy  
apathy

**dur - hard**

dour  
durable  
obdurate  
duration  
endure

**fid - faith**

fidelity  
confident  
diffident  
perfidious

**curr / curs - to run**

courier  
cursory  
precursor  
discursive  
concurrent

**LESSON 2: DEEP ARE THE ROOTS**

Match the root with the correct definition.

- |       |     |                    |    |                |
|-------|-----|--------------------|----|----------------|
| _____ | 1.  | pathos             | a. | trouble        |
| _____ | 2.  | auto               | b. | short          |
| _____ | 3.  | greg               | c. | friend         |
| _____ | 4.  | culp               | d. | hear           |
| _____ | 5.  | cred               | e. | new            |
| _____ | 6.  | neo                | f. | to believe     |
| _____ | 7.  | ami                | g. | flock          |
| _____ | 8.  | col/con/com/cor/co | h. | together, with |
| _____ | 9.  | bri/breve          | i. | self           |
| _____ | 10. | turb               | j. | pity           |
| _____ | 11. | aud/audit          | k. | blame          |
| _____ | 12. | curr, curs         | l. | to run         |

**LESSON 2: DEEP ARE THE ROOTS**

Define the following words in a structural analysis format.

1. abject
2. perspicacious
3. hierarchy
4. bellicose
5. vociferous
6. circumscribe
7. verisimilitude
8. resilient
9. antipathy
10. turbulence
11. exculpate
12. amicable
13. egregious
14. sinecure
15. cohort
16. salient
17. neologism
18. autocrat
19. incredulity
20. precursor

### USING YOUR VOCABULARY

**Directions:** Each question below consists of four words. Three of them are related in meaning. Circle the word that does not fit.

- |                 |             |             |              |
|-----------------|-------------|-------------|--------------|
| 1. gregarious   | affable     | extroverted | solitary     |
| 2. belligerent  | hostile     | amicable    | antagonistic |
| 3. indifferent  | cordial     | friendly    | amiable      |
| 4. unnoticeable | egregious   | flagrant    | glaring      |
| 5. concern      | apathy      | interest    | attention    |
| 6. timid        | shy         | diffident   | audacious    |
| 7. dislike      | antipathy   | affection   | disgust      |
| 8. dependable   | treacherous | traitorous  | perfidious   |
| 9. congregate   | disperse    | scatter     | separate     |
| 10. harmony     | discord     | accord      | amity        |

### MATCHING

**Directions:** Match each word in the first column with its definition in the second column.

- |       |               |                                        |
|-------|---------------|----------------------------------------|
| _____ | 1. perfidious | a. faithful devotion to duty           |
| _____ | 2. discord    | b. the ability to feel as another does |
| _____ | 3. empathy    | c. dispute, disagreement               |
| _____ | 4. egregious  | d. sociable, affable                   |
| _____ | 5. amity      | e. indifference, lack of feeling       |
| _____ | 6. gregarious | f. without self-confidence             |
| _____ | 7. apathy     | g. treacherous                         |
| _____ | 8. diffident  | h. flagrantly wrong                    |
| _____ | 9. fidelity   | i. peaceful friendly relations         |
| _____ | 10. antipathy | j. strong dislike                      |

**LESSON 3: THE MIGHTY PREFIX**

- A prefix is a short word, syllable, or group of syllables that is united with or joined to the beginning of another word to alter its meaning or create a new word. For example, the word prefix begins with the prefix **PRE** meaning before.
- Prefixes are frequently found on SAT tests. Name at least three prefixes that you are familiar with.
- Although prefixes are very short, they are very powerful tools. A knowledge of prefixes can help unlock the meaning of hundreds of SAT words. This lesson will examine four key prefixes.
- Add the bolded words/word parts in this lesson to your word card file.
- Locate other words containing these prefixes. Bring them to class.

**E** and **EX** - We're out of here

- **E** and **EX** are Latin prefixes that mean out.
- **E** and **EX** are among the most widely used prefixes on the SAT. Learning them is of paramount (very great, chief, the utmost) importance.
- Name two words already learned that begin with the prefix **E** or **EX**. Here are some more examples.

**EX**it - When you go to the exit, where do you go? Out, of course!

**EX**pel - to drive out by force, make leave, eject, send away

**EX**communicate - to cut off from communion with a church, to exclude from membership in a church

**EX**tricate - to release or get out of a difficult situation. In **The Firm**, Tom Cruise plays a young lawyer who must extricate himself from a dangerous situation.

**EFFACE** - to rub out, erase, wipe out, obliterate. In ancient Egypt, many pharaohs destroyed the monuments of their predecessors in an attempt to efface their names from the historic record.

**PRE** - This prefix happened before

- **PRE** is a prefix meaning before, earlier than, prior to.

**PRE**amble - an introductory statement

**PRE**meditate - to think about and revolve in the mind beforehand

**A** - The Greek way to say not

- **A** is a Greek prefix meaning no and not.
- Like E and EX, **A** is widely used on many SAT words. What word in Lesson 2 begins with **A**? Here are some more examples.

**Atypical** - When something is atypical, it is not typical and thus unusual. Because she was an honor student, it was atypical of her to be late for class.

**Atheist** - Theos means God. An atheist does not believe in God.

**Atrophy** - Troph means nourishment. Atrophy thus means to waste away from a lack of nourishment.

**Amorphous** - Morph is a root meaning form. Amorphous thus means formless.

**Anomaly** - Nom is an abbreviated form of norm. A norm is a typical form of behavior. An anomaly is thus departure from the general rule, an abnormality.

**IN** - The Latin way to say not

- **IN** is a Latin prefix meaning not.
- **IN** is one of the most often used prefixes on the SAT. It is interesting to note that the prefix **IN** becomes **IM** in front of a word beginning with a P. Imprecise, impartial, impenetrable, and imperceptible are all examples. Here are more examples of the prefix **IN**.

**INopportune** - Opportune means happening at the right time. Inopportune thus means happening at a poor time, not appropriate.

**INterminable** - Remember the show **The Terminator**? The Terminator put an end to all of his enemies. Terminate thus means to end. Interminable means without end, endless.

**INcorrigible** -A person who is corrigible can be corrected or reformed. But someone who is incorrigible cannot be corrected or reformed.

**INdefatigable** - Fatigue means to tire out. Indefatigable means tireless, cannot be worn out.

**INtractable** - Tractable means easily led, docile. Intractable means difficult to control, obstinate.

**INdomitable** - Domitare is a Latin word meaning to tame or domesticate. Indomitable thus means that which cannot be tamed or subdued.

**OMNI** - The prefix has it all.

- **OMNI** is a Latin prefix meaning all.
- There is a hotel chain called **OMNI**. It claims to "have it all." Here are some examples of **OMNI**.

**OMNI**potent - Potent means powerful (and impotent means lacking power). Omnipotent thus means all powerful.

**OMNI**vorous - Eating all things, as opposed to carnivorous meaning a meat-eater and herbivorous meaning a plant-eater.

**OMNI**present - Present in all places at the same time, ubiquitous.

**OMNI**scient - OMNI means all and SCI means to know. **OMNI**scient thus means all knowing. What does prescient mean?

### CHECK YOUR PREFIX POWER

**MINI** is a prefix meaning small

**MINI**scale - very small

**MIN**ute - small detail, trifling

**ANTE** is a prefix meaning before

**ANTE**cedent - a noun or group of words replaced by a pronoun

**ANTE**bellum - existing before a war, especially the Civil

**ANTI** is a prefix meaning against

**ANTI**nuclear - being against nuclear power

**MAGNA** is a prefix meaning big

**MAGN**animous - showing or suggesting a lofty and courageous spirit

**MAGN**ate - person of rank, power, or influence often in a specified area

**MONO** is a prefix meaning one, single, alone

**MONO**chrome - painting, photograph, or drawing a single hue

**MONO**logue - dramatic soliloquy

**PROTO** is a prefix meaning first in time or lowest in a series

**PROT**agonist - leading character

**PROTO**type - an original design or model

**DUO/DI** is a prefix meaning twice, twofold, double

**DIV**ide - half

**DIV**y - portion out equally

## UN .....→The Old English Way to Say NOT!

UN- is an Old English prefix meaning "not." UN- is one of the most widely used prefixes in the English language. Here are five key SAT words that begin with UN-.

1. **Unfettered** - A *fetter* is a chain or shackle used to restrain prisoners. *Unfettered* means "not chained" and therefore free or liberated.

**EXAMPLE:** Following the Civil War, many of the now *unfettered* former slaves tried to locate family members who had been sold to plantations in other states.

2. **Unfounded** - *Unfounded* means "lacking a sound basis." Something that is *unfounded* is groundless and thus untrue. *Unfounded* is part of an important synonym cluster that includes *unsubstantiated* and *unwarranted*.

**EXAMPLE:** Stock prices rose as rumors of a crash proved to be *unfounded*.

3. **Unflappable** - *Flap* means "a state of excitement." *Unflappable* means "being clam, not showing excitement." A person with an *unflappable* appearance is controlled and unruffled.

**EXAMPLE:** The defendant remained *unflappable* throughout the long and arduous trial.

4. **Unscathed** - *Scathe* means "to harm or injure." *Unscathed* thus means "unharmed, uninjured."

**EXAMPLE:** Everyone was amazed that the passengers escaped *unscathed* from the terrible accident.

5. **Unorthodox** - *Orthodox* means "conforming to established doctrine." *Unorthodox* means the opposite, "not following established or traditional practices." Because they deviate from accepted norms, *unorthodox* people are often described as independent, radical, heretical, or even eccentric.

**EXAMPLE:** While it may offend some people, *unorthodox* thinking can sometimes lead to important new insights.

### USING YOUR VOCABULARY

**Directions:** Match each word in the first column with its appropriate definition in the second column.

- |       |                  |  |                              |
|-------|------------------|--|------------------------------|
| _____ | 1. exorbitant    |  | a. remodel                   |
| _____ | 2. anomaly       |  | b. explain in great detail   |
| _____ | 3. renovate      |  | c. outgoing personality      |
| _____ | 4. redundant     |  | d. unreasonable, excessive   |
| _____ | 5. extrovert     |  | e. irregular, not normal     |
| _____ | 6. atrophy       |  | f. compensation              |
| _____ | 7. eminent       |  | g. hard to catch             |
| _____ | 8. expound       |  | h. unnecessarily repetitious |
| _____ | 9. elusive       |  | i. outstanding               |
| _____ | 10. remuneration |  | j. wither away               |

**Directions:** For each question below, decide whether the pair of words are synonyms (S), antonyms (A), or unrelated (U) to each other.

- |       |                                  |
|-------|----------------------------------|
| _____ | 1. atypical ..... representative |
| _____ | 2. revitalize.....rejuvenate     |
| _____ | 3. resurgent.....savory          |
| _____ | 4. extinguish.....quench         |
| _____ | 5. atheist.....believer          |
| _____ | 6. renovation.....effervescent   |
| _____ | 7. anomaly.....emollient         |
| _____ | 8. elusive.....evasive           |
| _____ | 9. expound.....explicate         |
| _____ | 10. atrophy.....toxic            |

### USING YOUR VOCABULARY

**Directions:** Each question below consists of four words. Three of them are related in meaning. Circle the word that does not fit.

- |                  |             |              |              |
|------------------|-------------|--------------|--------------|
| 1. reverent      | impious     | devout       | holy         |
| 2. intrepid      | valiant     | daring       | timid        |
| 3. substantiated | unfounded   | baseless     | unwarranted  |
| 4. calm          | agitated    | unfazed      | unflappable  |
| 5. unorthodox    | heretical   | conventional | eccentric    |
| 6. loathe        | disdain     | abhor        | adore        |
| 7. tractable     | manageable  | correctable  | incorrigible |
| 8. unfettered    | restrained  | confined     | shackled     |
| 9. brief         | ephemeral   | temporary    | interminable |
| 10. tangible     | incorporeal | immaterial   | spiritual    |

**Directions:** Match each word in the first column with its appropriate definition in the second column.

- |               |                 |    |                                    |
|---------------|-----------------|----|------------------------------------|
| <u>      </u> | 1. interminable | a. | groundless, untrue                 |
| <u>      </u> | 2. abhor        | b. | unreformable, past help            |
| <u>      </u> | 3. unfounded    | c. | brave, bold, audacious             |
| <u>      </u> | 4. unscathed    | d. | lacking material form or substance |
| <u>      </u> | 5. incorrigible | e. | endless                            |
| <u>      </u> | 6. abdicate     | f. | safe, unharmed                     |
| <u>      </u> | 7. unorthodox   | g. | protected, secure, indestructible  |
| <u>      </u> | 8. intrepid     | h. | dislike intensely, loathe          |
| <u>      </u> | 9. incorporeal  | i. | surrender, give up                 |
| <u>      </u> | 10. inviolable  | j. | unconventional                     |

**LESSON 3: VOCABULARY BUILDING - THE MIGHTY PREFIX, PART 1**

- Prefixes can be a valuable tool in helping to unlock the meaning of words.
- Thus far these prefixes have been learned:
  1. in (or not) - inopportune, indefatigable, inconsequential, interminable
  2. a (or not) - amorphous, atrophy, and atheist
  3. omni (or all) - omnipotent, omnipresent, and omniscient
  4. e and ex (or out) - egress, egregious, excommunication, extirpate, extrovert
  5. magna (or big) - magnate and magnanimous
  6. mono, uni, prim, and proto (or one) - monotony, monolith, unique, prototype, and protagonist
  7. duo and di (or two) - duplicity and dichotomy
  8. pre (or before)
  9. un (or not)
- Here are four more prefixes often found in words used on the SAT I.
- Add the bolded words/word parts from this lesson to your word card file.

1. **SUPER** - Above it All

- Super is a Latin prefix meaning above.
- Here are some examples:

**SUPER**fluous - extra, unnecessary, redundant

**SUPER**cilious - Super means above and cilium means eyelid. So supercilious literally means to raise one's eyebrow. A supercilious look expresses pride, haughtiness disdain. The **supercilious** Rolls- Royce salesperson treated us like peasants.

**SUPER**sede - to take the place of, to make something obsolete. Your new address list **supersedes** the address list you were given last week.

2. **CIRCUM** and **PERI** - They Get Around

- Circum is a Latin prefix meaning around.  
Peri is the Greek way of say around
- Here are some examples:
  - CIR**cumference - a line going around a circle
  - PER**iphery - the outside edge of something, on the outer boundaries
  - PER**ipatetic - wandering around, traveling continually, itinerant. Groupies are a **peripatetic** bunch, traveling from concert to concert to follow their favorite rock stars.
  - CIR**cuitous - roundabout, not following a direct path. A **circuitous** argument is one that rambles around for quite a while before making its point.
  - CIRCUM**locution - use of wordy language. The lawyer's **circumlocution** left everyone in the courtroom wondering what had been said.
  - CIRCUM**scribe - to draw a line around, to set the limits, to restrict. A barbed-wire fence and armed guards **circumscribed** the movement of the prisoners.
  - CIRCUM**spect - cautious. Nick was extremely **circumspect**; he always took great care not to say the wrong thing or give offense.

3. **AB** - Go Away

- Ab is a Latin prefix meaning away from or off.
- Here are some examples:
  - AB**hor - to hate very much, to detest
  - AB**stain - voluntarily not doing something
  - AB**rogate - to abolish or repeal formally, to set aside, nullify. To **abrogate** a treaty is to nullify it.
  - AB**stemious - moderate in eating or drinking, not indulgent
  - AB**struse - hard to understand. Nuclear physics is a subject that is too **abstruse** for most people.
  - AB**scond - to steal off and hide away from the law.

4. **BE** - To Have a Certain Quality

- Be is an important prefix that means to have a certain quality.
- Here are some examples:

|                   |                                                                                                                                                                                                                              |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BE</b> loved   | - to be held in great affection                                                                                                                                                                                              |
| <b>BE</b> labor   | - to go over repeatedly to an absurd extent. The boring speaker <b>belabored</b> his point for over an hour.                                                                                                                 |
| <b>BE</b> little  | - to make to seem little, to put someone down. The chairman's <b>belittling</b> comments made everyone feel small.                                                                                                           |
| <b>BE</b> muse    | - Muse means to ponder or mull over. To bemuse is to ponder so hard as to become confused or bewildered. Ralph was bemused when all the lights and appliances in his home began switching on and off for no apparent reason. |
| <b>B</b> eguile   | - Guile means treacherous or cunning. To beguile is to deceive by guile, to delude.                                                                                                                                          |
| <b>BE</b> wail    | - Wail means to grieve or lament audibly. To bewail is to express great sorrow or regret.                                                                                                                                    |
| <b>BE</b> leaguer | - to surround, to besiege, to harass                                                                                                                                                                                         |

## MIS.....>The Anglo-Saxon Way To Say WRONGLY And BAD

MIS- is an Anglo-Saxon prefix meaning WRONGLY and BAD. Here are three key SAT words that begin with MIS-.

1. **Misnomer** - NOMEN is a Latin root meaning "name." A *misnomer* is thus a name that is wrongly or unsuitably applied to a person or object.

**EXAMPLE:** In the army, "*gun*" is considered a *misnomer* for "rifle."

2. **Misconception** - A *misconception* is a wrong interpretation or misunderstanding of an idea, person, or event.

**EXAMPLE:** Many students have *misconceptions* about how to apply to colleges and universities.

3. **Miscreant** - Would you predict that a *miscreant* is a good person or an evil person? The prefix MIS- tells you that a *miscreant* is an evildoer or scoundrel.

**EXAMPLE:** The *miscreant* proudly boasted about his evil plans.

**e / ex - out**

expel  
excommunication  
extricate  
efface

**a - not, away, from**

atypical  
atheist  
atrophy  
amorphous  
anomaly

**in - not**

inopportune  
interminable  
incorrigible  
indefatigable  
intractable  
indomitable

**omni - all**

omnipotent  
omnivorous  
omnipresent

**re - again, back**

reiterate  
reimburse  
redress  
revenge  
rejuvenate  
resilient

**gram / graph - writing**

epigram  
monograph  
graphic  
polygraph  
graphology

**cap / cip / cept - to take, to get**

capture  
anticipate  
intercept  
susceptible  
emancipate  
recipient  
incipient  
percipient  
precept

**phil (e) - love**

philanthropist  
philanderer  
philanthropic

**ced / ceed / cess - to go, to yield, to stop**

exceed  
precede  
recess  
concede  
cede  
access  
predecessor  
precedent  
antecedent  
recede  
abscess  
cessation  
incessant

**mini - small**

miniscule  
miniature  
minute

**ante - before**

ante  
anterior  
antecedent  
antedate  
antebellum  
antediluvian

**anti - against**

antidote  
antiseptic  
antipathy

**MAL** ..... → **When MAL - is part of a word, things go BADLY.**

MAL- is a Latin prefix meaning "bad or badly." Here are six key SAT words that begin with MAL-.

1. **Malign** - If someone *maligns* your reputation, is that good or bad? The prefix MAL- tells you that it is bad. *Malign* means to speak badly of, to slander, defame."

**EXAMPLE:** Many people complained that the politicians were more interested in *maligning* each other than in debating the issues.

2. **Malicious** - *Malicious* means "filled with malice or ill will." A *malicious* person is driven by hatred and wants to harm others.

**EXAMPLE:** He was the unfortunate victim of a *malicious* rumor spread by a jealous rival.

3. **Malevolent** - Does a *malevolent* person want to help or harm you? The prefix MAL- tells you that a *malevolent* person is not benevolent. *Malevolent* means "wishing harm to others."

**EXAMPLE:** Her *malevolent* remark hurt his feelings.

4. **Malediction** - Since the root DIC means "to say," what do you think *malediction* means? As you undoubtedly deduced, a *malediction* is the act of saying evil or a curse.

**EXAMPLE:** The malevolent wizard uttered a *malediction* against his enemies.

5. **Malignant** - If your doctor told you that the tumor she removed was *malignant*, would that be good news or bad news? The prefix MAL- tells you that it would be bad news. *Malignant* means "deadly, very harmful."

**EXAMPLE:** The *malignant* rumors severely damaged his reputation.

6. **Malingerer** - Would you expect a *malingerer* to be a model employee? Probably not. The prefix MAL- warns you to expect the worst. A *malingerer* is someone who procrastinates or avoids work.

**EXAMPLE:** Danielle turned out to be a *malingerer* who rarely did her chores.

## USING YOUR VOCABULARY

**Directions:** Match each word in the first column with its appropriate definition in the second column.

- |       |     |              |    |                         |
|-------|-----|--------------|----|-------------------------|
| _____ | 1.  | benevolent   | a. | lacking depth           |
| _____ | 2.  | supercilious | b. | an unsuitable name      |
| _____ | 3.  | misnomer     | c. | evildoer, scoundrel     |
| _____ | 4.  | benefactor   | d. | full of good will       |
| _____ | 5.  | malign       | e. | a curse                 |
| _____ | 6.  | supersede    | f. | take the place of       |
| _____ | 7.  | miscreant    | g. | someone who avoids work |
| _____ | 8.  | superficial  | h. | someone who does good   |
| _____ | 9.  | malediction  | i. | speak badly of          |
| _____ | 10. | malingering  | j. | haughty, disdainful     |
- 

**Directions:** Each question below consists of four words. Three of them are related in meaning. Circle the word that does not fit.

- |     |             |              |             |            |
|-----|-------------|--------------|-------------|------------|
| 1.  | disdainful  | supercilious | haughty     | modest     |
| 2.  | cruel       | selfish      | benevolent  | unkind     |
| 3.  | amiable     | malicious    | affable     | benign     |
| 4.  | profound    | superficial  | incomplete  | shallow    |
| 5.  | benevolent  | spiteful     | resentful   | malevolent |
| 6.  | praise      | compliment   | eulogize    | malign     |
| 7.  | malicious   | defamatory   | commendable | slandorous |
| 8.  | acrimonious | benign       | malevolent  | vicious    |
| 9.  | hero        | scoundrel    | miscreant   | evildoer   |
| 10. | patron      | benefactor   | miser       | donor      |

## USING YOUR VOCABULARY

## RELATIONSHIPS

**Directions:** For each question below, decide whether the pair of words are synonyms (S), antonyms (A), or unrelated (U) to each other.

- |       |     |                   |             |
|-------|-----|-------------------|-------------|
| _____ | 1.  | circumspect.....  | reckless    |
| _____ | 2.  | repugnant.....    | disgusting  |
| _____ | 3.  | complacent.....   | smug        |
| _____ | 4.  | perspicacity..... | astuteness  |
| _____ | 5.  | chronic.....      | flippant    |
| _____ | 6.  | implacable.....   | pious       |
| _____ | 7.  | placate.....      | irritate    |
| _____ | 8.  | pugnacious.....   | belligerent |
| _____ | 9.  | specious .....    | spurious    |
| _____ | 10. | anachronism.....  | hedonist    |

**Directions:** Each question below consists of four words. Three of them are related in meaning. Circle the word that does not fit.

- |                 |             |             |             |
|-----------------|-------------|-------------|-------------|
| 1. defend       | support     | advocate    | impugn      |
| 2. rash         | impetuous   | impulsive   | circumspect |
| 3. discontent   | restless    | complacent  | troubled    |
| 4. chronic      | temporary   | infrequent  | fleeting    |
| 5. specious     | valid       | deceptive   | spurious    |
| 6. conciliatory | contentious | belligerent | pugnacious  |
| 7. ordinary     | notable     | outstanding | conspicuous |
| 8. repugnant    | pleasant    | unsavory    | unpalatable |
| 9. turbulent    | agitated    | placid      | perturbed   |
| 10. placate     | antagonize  | mollify     | appease     |

**LESSON 4: VOCABULARY BUILDING - FOUR LETTER WORDS YOU CAN USE IN SCHOOL**

- Longer doesn't always mean harder or more important.
  - Some of the most important words on the SAT have just four letters.
  - These four letter words can lead to a richer and more powerful vocabulary.
  - Add these bolded words/word parts in this lesson to your word card file.
1. **ZANY** - A Wild and Crazy Word
    - Zany means a clown or buffoon, someone who is crazy.
    - I can watch the Marx Brothers' zany (crazy) antics for hours.
  2. **WAKE** - A Word with Important Consequences
    - Wake refers to the track left in the water by a moving ship.
    - The most common meaning is the track or course of anything that has gone before, following as a consequence of.
  3. **RIFE** - A Word is Filled with Possibilities
    - Rife means abundant, plentiful.
    - Deplete is a commonly used antonym. When something is depleted, it is exhausted or emptied.
  4. **LURE** - A Very Attractive Word
    - Lure means to attract, tempt, or entice. It comes from a Greek word meaning bait.
    - Alluring means to tempt with something very, very desirable.
  5. **EPIC** - A Grand Story
    - An epic is a long narrative poem about the deeds of a hero.
    - Epic can also mean anything grand or of historical or legendary importance.

**6. DOUR**

- Dour rhymes with tour.
- It means hard, severe, sullen in appearance. The man was dour and taciturn.
- Dour is based on the root duras which means hard. You can see the root dur in words such as:

**DUR**able - to harden and thus last a long time

ob**DUR**ate  
obstinate - a person who is hard to move, unyielding,  
obstinate

**7. VIES - A Very Competitive Word**

- Vie or vies means to compete or contend.
- Vie is frequently used to describe athletic contests. The two teams vied for the championship.

**8. PARE - A Short Word That Can Mean Big Cuts**

- Pare means to remove by cutting back or shaving away.

**9. Woes - A Short Word That Can Mean Big Problems**

- Woe means sorrow, dismay, or grief as in the phrase, "Woe is me."
- Woe can also mean misfortune.

**10. AWRY - A Wrong Turn**

- Awry means turned or twisted and, thus, away from the correct course, amiss.

**11. GLUT - Had Enough?**

- Glut means an oversupply, to fill beyond capacity, satiate.
- A glutton refers to someone who eats or consumes too much

## FOUR LETTER WORDS WE CAN USE IN SCHOOL

|      |      |
|------|------|
| zest | bilk |
| wane | bevy |
| heed | bode |
| sate | cant |
| sage | cite |
| boon | coup |
| rash | dank |
| balk | feat |
| pace | fiat |
| bind | fell |
| glut | moot |
| abet | flux |
| icon | foil |
| crux | gist |
| whet | oust |
| wilt | gall |
| hone | lank |
| pall | loll |
| wily | maul |
| flay | ogie |
| laud | quip |
| aver | ruse |
| abut | rote |
| gird | saga |
| glib | veer |
| zeal | vent |
| acme | wean |
| mien | waft |
| apex | raze |
| awry | taut |
| avid | arid |
| bait | flag |
| bane | goad |
| barb |      |
| bask |      |

**LESSON 5: VOCABULARY BUILDING - EVERY WORD HAS A BIOGRAPHY, PART I**

- Paleontologists study fossils. Fossils are the hardened remains of ancient plants and animals. Every fossil gives us an insight into the past.
- Words have pasts too. Many words are like linguistic fossils.
- Digging up the past of a word and tracking down its origin is called etymology.
- Add the bolded words/word parts in this lesson to your word card file.

**1. DRACONIAN** - Strict Laws, Harsh Penalties

- Draco was an ancient Athenian ruler. Before Draco came to power, Athens had little justice and most punishments were based on personal revenge. Draco believed that the justice system had to be reformed. In 621 B.C., he issued a new code of laws. Draco's code was comprehensive, but it was also severe. Almost all criminal offenses, both trivial and serious, called for the death penalty. His laws were so severe that they were said to be written not in ink, but in blood.
- To this day, the word draconian means extremely harsh, very severe penalties.

**2. LACONIC and SPARTAN** - Legacies from Ancient Sparta

- The ancient Greek city-state of Sparta was located in Laconia.
- The Spartans were known for their sparing use of words. For example, when King Philip of Macedonia invaded Greece, he asked the Spartans whether they wished him to come as friend or foe. The Spartans upheld their reputation for not wasting words when they returned a one-word answer, "Neither."
- To this day, the word laconic means terse, concise, saying a lot with a few words. **Taciturn** is a closely related synonym. A taciturn person does not like to talk and is, thus, very quiet.
- The Spartans were more than just Laconic. They also prided themselves on being tough warriors who avoided luxuries and led hardy lives. For example, the Spartan men lived in army barracks and ate meager servings of a coarse black porridge.
- To this day, the word spartan means severe, frugal, harsh, austere.

**3. LABYRINTH** - I'm Lost

- According to Greek mythology, King Minos of Crete built a complex building with so many corridors that once inside no one could escape.
- To this day, a labyrinth refers to an intricate maze or complicated arrangement.

**4. PHILISTINE** - The Boors of Antiquity

- The Philistines lived along the southern coast of what was known as Palestine.
- In the bible, the Philistines are portrayed as a crude and warlike race.

**5. DESULTORY** - The Jump Family

- Everyone has a favorite circus act. In ancient Rome, everyone loved watching a performer known as the desultor. The desultor amazed cheering crowds by performing the feat of jumping from one racing horse to another.
- Take another look at the word desultor. Note that it contains the root **SULT** meaning to jump. To this day, words containing **SULT**, **SAL**, **SIL** involve jumping. Name some examples.
- And to this day, desultory means jumping from one idea to another.

**6. NEFARIOUS** - Mirror, Mirror on the Wall, What is the Wickedest Word of All?

- The Roman word for criminal was nefarious.
- To this day, nefarious describes someone who is extremely wicked and iniquitous.
- Who was the nefarious characters in the movie Aladdin?

**7. QUIXOTIC** - Chasing Windmills

- The play The Man of La Mancha is based on the book Don Quixotic de la Mancha by the Spanish novelist, Miquel de Cervantes. Don Quixote spend his day avidly reading stories about the great deeds of knights in shining armor. Don Quixote soon vowed to become a knight and undo the wrongs of the world. But Don Quixote's vivid imagination turned lovely inns into castles and windmills into fearsome giants.
- To this day quixotic refers to an unrealistic visionary, someone who is idealistic but impractical. Think of something quixotic.

**8. MAVERICK** - This Word Stands Out from the Herd

- Samuel A. Maverick was a south Texas lawyer. Although not a cattleman himself, Maverick received 400 herd of cattle from a client anxious to settle a \$1,200 debt.
- Since he was not an experienced cattleman, Maverick didn't bother to brand his cattle. Within a short time, the word maverick was used to describe unbranded calves.
- The word maverick is now used to refer to someone who refuses to go along with a group and thus stands out from the herd.
- Take a look at the cover picture of Boris Yeltsin from **Time**. Why does **Time** call him "Russia's Maverick"?

**9. MAELSTROM** - What Does a New Ride at Epcot Center Have to Do with the SAT?

- Maelstrom comes from two Dutch words - malen (to grind) and strom (stream).
- The name maelstrom was given to a particularly dangerous current near the northwest coast of Norway.
- Today, maelstrom still refers to any large or violent whirlpool. It also means a violently confused, turbulent, or dangerously agitated state of mind.

**LESSON 5: VOCABULARY BUILDING - EVERY WORD HAS A HISTORY, PART II**

- Many words are like linguistic fossils. Digging up the past of a word and tracking down its biography or history is called etymology.
- Thus far, the etymology of these ten words has been studied.

draconian - harsh, very severe penalties

laconic - sparing use of words, terse, succinct

spartan - severe, frugal, austere, sparse surroundings

labyrinth - an intricate maze or complicated arrangement

philistine - uncultured, boorish

desultory - jumping from one thing to another, disconnected

nefarious - extremely wicked, evil

quixotic - unrealistic visionary, idealistic but impractical

maverick - nonconformist, refuses to go along with the group

maelstrom - large or violent whirlpool, and therefore a confused/agitated state of mind

- Add the bolded words/word parts in this lesson to your word card file.

**1. IRIS - The Goddess of the Rainbow**

- When the ancient Greeks saw a rainbow, they didn't think of it as an arc of colors caused by the refractive dispersion of sunlight in drops of rainbow mist. For the Greeks, a rainbow was a trail of color left by Iris, the goddess of the rainbow. Iris was a lovely maiden who left a trail of color as she carried messages from the gods to earth.
- To this day, the word iris still lives in a part of our eye, in a beautiful flower, and in the word **iridescent**, meaning a display of rainbow-like colors. **Opalescence** is a closely related synonym. It means a shimmer of colors like that of an opal.

## 2. **HERCULES** - The Superman of the Ancient World

- In Greek and Roman mythology, Hercules was the son of Zeus and Alcmene. He was renowned for his feats of strength.
- For example, King Augeas owned twelve white bulls sacred to Apollo. Their stables had not been cleaned in thirty years. Hercules was called upon to clean up the mess one day. But the mighty Hercules has a solution. He diverted the course of a river, made it run through the stable and reported his task completed.
- To this day, a **herculean** task is very difficult and requires great strength.

## 3. **TANTALUS** - So Very Close, So Very Far

- Tantalus was a Greek king. Since the gods favored him, they invited Tantalus to dinner. But Tantalus stole the food of the gods and gave it to the mortals.
- The gods all agreed that Tantalus had to be punished. But since he had eaten divine food, he was immortal and could not be killed.
- Faced with this problem the gods conceived a punishment that would be everlasting. Tantalus was placed in water up to his chin. Directly over his head were branches bearing succulent fruits. Each time Tantalus reached out for the fruits, they were withdrawn until just barely out of reach. When he desired to drink, the water receded from his reach.
- Tantalus was thus tantalized. To this day, **tantalize** means to tease by keeping something desirable in view but just out of reach.

## 4. **MEANDER** - A Truly Serpentine River

- The Meander is a river in Asia Minor noted since ancient times for its winding course.
- To this day, the word meander means to twist and turn, to wander aimlessly.
- **Serpentine** is a related word that means coiled or twisted turning often.

### 5. **SINISTER : DEXTEROUS** :: Left : Right

- Left-handed people were once thought to be clumsy or even evil. Sinister was the Latin word for left-handed. Today the word means wicked, threatening harm or evil. **Gauche** is the French word for left. Today, gauche means lacking social grace.
- Right-handed people were once thought to be very skillful. Dexter was the Latin word for right-handed. Today, dexterous means agile or skillful. Droit is the French word for right. Today, **adroit** means skillful, clever, deft.

### 6. **HEDONIST** - Eat, Drink, and Be Merry

- The hedonists were ancient Greeks who believed in the doctrine that pleasure is the sole purpose in life.
- To this day, a hedonist is someone who believes that pleasure is the chief aim in life.
- The Sybarites were inhabitants of Sybaris in southern Italy. Like the hedonists, they were noted for their love of luxury.
- To this day, a **sybarite** is a person who believes that pleasure and luxury are the chief aim in life.

### 7. **PANDEMONIUM** - The Capital of Hell

- The great poet John Milton coined the word pandemonium to describe the capital of hell.
- Here's how he formed the word. The prefix **pan** means all. A **panorama** is an all-encompassing or comprehensive view. A **panacea** is a cure-all. The root daimon means demon.
- Pandemonium is thus the place where all demons live. To this day, pandemonium refers to an uproar or tumult - a place where there is wild confusion.

### 8. **MARTINET** - Rules are Meant to be Followed

- Jean Martinet was the Inspector-General of the infantry during the reign of King Louis XIV. Martinet was known as a strict and rigid disciplinarian.
- To this day, a martinet refers to a very strict disciplinarian.

**LESSON 6: VOCABULARY BUILDING - SYNONYM CLUSTERS**

- Roots and prefixes are important tools for building a more powerful vocabulary.
- Learning SYNONYM CLUSTERS is another effective ways of augmenting your vocabulary. A synonym cluster is a group of words that have similar meanings.
- Add the bolded words/word parts in this lesson to your word card file.

1. The **SECRET** family - Five 007 Words

- a. **covert** - Sean Connery and Roger Moore are the first two actors who played James Bond, the **covert** or secret agent better know as 007.
- b. **stealthy** - The Stealth bomber was used to attack Iraq during the Persian Gulf War. It received its name because it absorbs radar waves and thus can't be seen. Stealth means done or acting in secret.
- c. **clandestine** - Favorite soap operas feature a tangled web of secret desires and **clandestine** affairs. Clandestine means secret, hidden.
- d. **surreptitious** - Doing something in a concealed manner is acting **surreptitiously**.
- e. **furtive** - Trying to glance at someone in class when the teacher isn't looking is done in a **furtive** or secret manner.

2. The **JOYFUL** family - Words Overflowing with Enthusiasm

The English language provides a full synonym cluster of joy-words: **exultant** or jubilant, **elated** (happy, joyful, very proud), **exuberant** (overflowing with good spirits), **exhilarated** (filled with high spirits and liveliness), **ebullient** (bubbly or overflowing with enthusiasm), and even **ecstatic** (beside oneself with joy).

3. The **LIFELESS** family - Words with No Get Up and Go

Lethargic and listless are part of a SYNONYM CLUSTER containing five key words that all describe an inactive or lifeless condition.

- a. **listless** - indifferent, uninterested, lacking energy
- b. **lethargic** - In ancient mythology, the river Lethe ran through Hades (the underworld). Anyone who drank from this river forgot his or her past and became **lethargic** or sluggish.

- c. **dormant** - A popular French children's song is "Frere Jacques, Frere Jacques, dormez-vous." Dormer is a French verb meaning to sleep. The English word **dormant** refers to a temporary condition of inactivity, like sleep.
- d. **indolent** - Someone who is lazy can be called **indolent**. An indolent person doesn't like to work and is thus lazy.
- e. **slothful** - A sloth is a slow-moving, tree-dwelling South American mammal that hangs upside-down from tree limbs. Although sloths are not really lazy, their slow-moving manner makes them appear to be. The word **slothful** means inactive, lazy.
- f. **lassitude** - Lassus is a Latin word meaning faint or weary. **Lassitude** is thus a state of feeling tired or weak, weariness.

**Directions:** Each question below consists of four words. Three of them are related in meaning. Circle the word that does not fit.

- |                |               |            |              |
|----------------|---------------|------------|--------------|
| 1. open        | public        | aboveboard | clandestine  |
| 2. covert      | unconcealed   | cloaked    | hidden       |
| 3. revealed    | surreptitious | veiled     | cloaked      |
| 4. despair     | elation       | jubilation | ecstasy      |
| 5. gloomy      | exuberant     | depressed  | dispirited   |
| 6. ebullient   | exhilarated   | despondent | elated       |
| 7. inflexible  | obstinate     | stubborn   | docile       |
| 8. obedient    | intransigent  | obdurate   | recalcitrant |
| 9. manageable  | obedient      | docile     | obstinate    |
| 10. determined | dogged        | hesitant   | tenacious    |

**Directions:** For each question below, decide whether the pair of words are synonyms (S), antonyms (A), or unrelated (U) to each other.

- |       |     |                   |               |
|-------|-----|-------------------|---------------|
| _____ | 1.  | ebullient.....    | effervescent  |
| _____ | 2.  | despondent.....   | perfidious    |
| _____ | 3.  | elated.....       | elusive       |
| _____ | 4.  | obstinate.....    | docile        |
| _____ | 5.  | clandestine.....  | surreptitious |
| _____ | 6.  | covert.....       | furtive       |
| _____ | 7.  | exultant.....     | dispirited    |
| _____ | 8.  | dejected.....     | revitalized   |
| _____ | 9.  | recalcitrant..... | toxic         |
| _____ | 10. | obdurate.....     | anomaly       |

**These Words Are Overwhelmed with Disappointment****THE AGONY-OF-DEFEAT FAMILY**

If you've ever failed a big test, forgotten your lines in a play, or been part of a team that lost a consolation game, you know what it is like to feel the agony of defeat. The English language provides us with a full synonym cluster of "down" words that express the overwhelming disappointment that comes with failing to achieve your goal. Here are four key members of the Agony-of-Defeat Cluster.

1. Despondent - feeling very discouraged, downhearted
2. Dejected - feeling very discouraged, downhearted
3. Dispirited - feeling very discouraged, downhearted
4. Disconsolate - feeling very discourage, downhearted, hopelessly sad

**These Words Are Hard to Budge****THE STUBBORN FAMILY**

Do you know someone who is stubborn and just won't change? The English language provides us with several words to describe stubborn people. Here are five key words.

1. Obstinate - stubborn and unyielding
2. Obdurate - stubborn and unyielding, particularly hardhearted and callous
3. Intransigent - stubborn and unyielding, uncompromising
4. Recalcitrant - stubborn and unyielding, particularly to authority
5. Dogged - stubborn and unyielding, not easily subdued

**LESSON 6: VOCABULARY BUILDING - SYNONYM CLUSTERS, PART II**

- Synonym clusters are a very effective way of learning words.
- Thus far, three synonym clusters have been learned.
  1. The secret family - stealthy, clandestine, surreptitious, covert and furtive
  2. The joyful family - exuberant, elation, exuberant, exhilarated, ebullient and ecstatic
  3. The lifeless family - lethargic, listless, dormant, indolent and slothful. Phlegmatic is another family member. It means sluggish.
  4. The agony family - despondent, dejected, dispirited, disconsolate
  5. The stubborn family - obstinate, obdurate, intransigent, recalcitrant and dogged
- Add the bolded words/word parts in this lesson to your word card file.

1. The **TALKATIVE** Family - A Very Wordy Group

- a. **garrulous** - talkative. Do you remember the garrulous geese in **Charlotte's Web**?
- b. **loquacious** - prone to talk a lot
- c. **verbose** - wordy. Verbum is a Latin word meaning word. Verbose thus means full of words.
- d. **voluble** - empty talk, filled with "hot air"
- e. **glib** - speaking in a smooth, easy manner. A glib speaker can be too smooth, as a glib used car salesman.

2. The **SILENT** Family - At a Loss for Words

- a. **taciturn** - habitually silent, uncommunicative
- b. **tacit** - unspoken, as a tacit agreement
- c. **laconic** - concise, saying much in a few words
- d. **reticent** - silent, reserved
- e. **succinct** - brief, concise

3. The **SOOTHE** Family - These Words Spell Relief

- a. **alleviate** - to relieve, or lessen as to alleviate pain
- b. **allay** - to lessen as to allay someone's fears
- c. **assuage** - to make less severe or burdensome, as to assuage a person's grief
- d. **mitigate** - to moderate, make milder. Have you ever heard of mitigating circumstances?

4. The **DISAPPROVAL** Family - Quick to Disapprove

- a. **reprimand** - a formal rebuke
- b. **rebuke** - to express sharp disapproval
- c. **reprove** - to scold, find fault with
- d. **upbraid** - to scold or chide for some wrongdoing

5. The **SHORT-LIVED** Family - Here Today, Gone Tomorrow

- a. **ephemeral** - lasting for a short time, short-lived
- b. **evanescent** - fading quickly, as an evanescent joy
- c. **transient** - fleeting, short-lived
- d. **momentary** - short-lived, fleeting

### THE COMMONPLACE FAMILY

#### These Words Describe Clichés

Have you ever heard the sayings, "No pain, no gain," "When the going gets tough, the tough get going," and "Plan your work and work your plan"? These and other sayings have been repeated so many times that they become clichés. A *cliché* is something that is used so often that it becomes very familiar. The English language provides several words to describe commonplace sayings, things, and events. Here are four members of the Commonplace Cluster.

1. Trite - commonplace, as a *trite* plot
2. Banal - commonplace, as a *banal* lecture
3. Hackneyed - commonplace, as a *hackneyed* saying
4. Pedestrian - commonplace, as a *pedestrian* idea

### THE INTRODUCTION FAMILY

#### These Words Get Things Started

What do the Preamble to the Constitution and an overture to a musical have in common? Both are formal *introductions*. Authors and composers frequently write introductions to their books, plays, laws, and musicals. Here are five members of the Introduction Cluster.

1. Preamble - an introduction to a constitution or law.
2. Preface - an introductory statement to a book, article, or speech
3. Prologue - an introduction to a poem or play
4. Overture - an introduction to a musical
5. Prelude - an introduction to an opera or musical recital

### THE HASTY FAMILY

#### These Words Do Things on the Spur of the Moment

Have you ever rushed into something without thinking it over? The English language provides us with several words to describe hasty actions that lack caution. Here are four key members of the Hasty Cluster.

1. Impetuous - hasty, lacking caution
2. Rash - hasty, lacking caution
3. Impulsive - hasty, lacking caution
4. Precipitate - hasty, lacking caution

## ODD WORD OUT

**Directions:** Each question below consists of four words. Three of them are related in meaning. Circle the word that does not fit.

- |               |             |            |             |
|---------------|-------------|------------|-------------|
| 1. aggravate  | assuage     | alleviate  | mitigate    |
| 2. trite      | original    | banal      | hackneyed   |
| 3. preface    | preamble    | epilogue   | prologue    |
| 4. perpetual  | ephemeral   | permanent  | enduring    |
| 5. impetuous  | wary        | deliberate | cautious    |
| 6. addendum   | postscript  | appendix   | overture    |
| 7. pedestrian | imaginative | creative   | original    |
| 8. exacerbate | alleviate   | irritate   | inflame     |
| 9. evanescent | fleeting    | transient  | lasting     |
| 10. impulsive | rash        | diligent   | precipitate |

**MATCHING**

**Directions:** Match each word in the first column with its appropriate definition in the second column.

- |       |    |           |    |                                |
|-------|----|-----------|----|--------------------------------|
| _____ | 1. | trite     | a. | introduction to a constitution |
| _____ | 2. | assuage   | b. | rash, impetuous                |
| _____ | 3. | impulsive | c. | banal, commonplace             |
| _____ | 4. | preamble  | d. | mollify, alleviate             |
| _____ | 5. | ephemeral | e. | fleeting, short-lived          |

**RELATIONSHIP**

**Directions:** For each question below, decide whether the pair of words are synonyms (S), antonyms (A), or unrelated (U) to each other.

- |       |     |                 |            |
|-------|-----|-----------------|------------|
| _____ | 1.  | hackneyed.....  | inviolable |
| _____ | 2.  | prologue.....   | codicil    |
| _____ | 3.  | impetuous.....  | lucid      |
| _____ | 4.  | evanescent..... | ephemeral  |
| _____ | 5.  | mollify.....    | irritate   |
| _____ | 6.  | trite.....      | acute      |
| _____ | 7.  | prologue.....   | fluent     |
| _____ | 8.  | rash.....       | wary       |
| _____ | 9.  | transient.....  | sedentary  |
| _____ | 10. | allay.....      | alleviate  |

**THE FREE-FROM-BLAME FAMILY**

1. Exculpate - free from blame
2. Exonerate - free from blame
3. Vindicate - free from blame
4. Absolve - free from blame
5. Acquit - free from blame

**THE DISGUSTING FAMILY****These Words Describe Things That Are Horrible**

The news media today loves to report on crimes that everyone agrees are horrible and disgusting. When possible, they gather these stories from every corner of the world and report them as if they're happening in your own backyard. Reporters use a large number of words to describe things we find horrible and disgusting. Here are five key members of the Disgusting Cluster.

1. Abhorrent - disgusting, revolting, horrible
2. Appalling - disgusting, revolting, horrible
3. Despicable - disgusting, revolting, horrible
4. Repulsive - disgusting, revolting, horrible
5. Heinous - disgusting, revolting, horrible

**THE UNEASY-ABOUT-THE-FUTURE FAMILY****These Words Are Worried Something Bad Will Happen**

It's not unusual for a person to get an uneasy feeling that something bad is about to happen. The English language provides several words to express this feeling. Here are three key members of the Uneasy-about-the-Future Cluster.

1. Apprehension - a fearful or uneasy feeling about the future
2. Foreboding - a fearful or uneasy feeling about the future
3. Premonition - a fearful or uneasy feeling about the future

**ODD WORD OUT**

**Directions:** Each question below consists of four words. Three of them are related in meaning. Circle the word that does not fit.

- |                |              |            |             |
|----------------|--------------|------------|-------------|
| 1. verbose     | taciturn     | garrulous  | loquacious  |
| 2. bombastic   | quiet        | simple     | unaffected  |
| 3. exculpate   | acquit       | vindicate  | convict     |
| 4. beneficial  | laudable     | heinous    | admirable   |
| 5. repugnant   | pleasant     | appalling  | abhorrent   |
| 6. confidence  | apprehension | foreboding | premonition |
| 7. taciturn    | loquacious   | laconic    | terse       |
| 8. blame       | censure      | condemn    | exculpate   |
| 9. despicable  | appalling    | repulsive  | admirable   |
| 10. optimistic | favorable    | foreboding | encouraging |

**MATCHING**

**Directions:** Match each word in the first column with its appropriate definition in the second column.

- |       |               |                            |
|-------|---------------|----------------------------|
| _____ | 1. foreboding | a. free from blame         |
| _____ | 2. loquacious | b. saying little, terse    |
| _____ | 3. abhorrent  | c. uneasy about the future |
| _____ | 4. exculpate  | d. appalling, horrible     |
| _____ | 5. taciturn   | e. talkative, garrulous    |

**RELATIONSHIP**

**Directions:** For each question below, decide whether the pair of words are synonyms (S), antonyms (A), or unrelated (U) to each other.

- |       |                                  |
|-------|----------------------------------|
| _____ | 1. bombastic..... quiet          |
| _____ | 2. garrulous..... verbose        |
| _____ | 3. heinous..... loathsome        |
| _____ | 4. exculpate..... extravagant    |
| _____ | 5. succinct ..... terse          |
| _____ | 6. acquit ..... vindicate        |
| _____ | 7. premonition..... foreboding   |
| _____ | 8. taciturn..... malignant       |
| _____ | 9. loquacious..... surreptitious |
| _____ | 10. repugnant..... repulsive     |

**LESSON 7: VOCABULARY BUILDING - DEEP ARE THE ROOTS, PART I**

- Many words belong to family groups. Knowing the family origin or root can help us remember groups of words.
- Thus far eight root families have been learned:
  1. The sault (jump) family - desultory, resilient, salient
  2. The greg (group) family - congregate, gregarious, segregate, egregious, aggregate
  3. The culp (blame) family - culprit, exculpate, inculpate
  4. The cur (run) family - courier, cursory, precursor, discursive, concurrent
  5. The turb (trouble) family - turbulence, imperturbable, perturb
  6. The pathos (feeling) family - sympathy, empathy, antipathy, apathy
  7. The ver (truth) family - verdict, veracious, verisimilitude, verify, aver
  8. The duras (hand) family - durable, obdurate, dour
- Here are six more root families.
- Add the word parts in this lesson to your word card file.

1. The **GRESS/GRAD** Family

- a. Gress and grad are Latin for step.
- b. When gress or grad is part of a word, the word has something to do with taking a step.
- c. Here are some examples:
  - eGRESS** - to step out, exit
  - proGRESS** - to step forward
  - reGRESS** - to step backward
  - diGRESS** - to step away or depart from a topic. After a lengthy digression, the lecturer returned to his speech.
  - transGRESS** - to violate (step across a law, to sin) The other side had transgressed so many provisions of the treaty that we had no choice but to go to war.
  - deGRADE** - to step down, to reduce in status or rank

## 2. The **PED** Family

- a. Ped is a Latin root meaning foot.
- b. Ped has left its imprint on a number of English words.
- c. Here are some examples:

**PE**destrian - This is one of the favorite words of the people who write the SAT. A pedestrian is someone walking. But to be pedestrian is to be unimaginative, bland. The menu was pedestrian; I had encountered each of the dishes dozens of times before.

centi**PE**DE - has 100 feet

ex**PE**dite - to speed up, remove obstacles from someone's feet

im**PE**De - to block or obstruct someone's progress

## 3. The **FLU/FLUX** Family

- a. Flu and flux are Latin roots meaning to flow.
- b. Here are some words that contain these roots:

**FLU**ent - able to use language easily. Thus the words flow naturally.

af**FLU**ent - flowing freely, an abundance. Someone who is affluent is rich, opulent.

super**FLU**ous - overflowing, thus extra unnecessary. Andrew's attempt to repair the light bulb was superfluous, since the light bulb had already been repaired.

con**FLU**ence - a flowing together, especially of rivers. The confluence of the Missouri and Mississippi rivers is at St. Louis.

melli**FLU**ous - sweetly flowing. We use the word almost exclusively to describe voices, music, or sounds that flow sweetly. Melanie's clarinet playing was mellifluous; the notes flowed smoothly and beautifully.

4. The **LOC/LOG/LOQU** Family

- a. Loc, log, and loqu are roots that mean word or speech or talk.
- b. When loc, log or loq is part of a word, the word has something to do with speaking.
- c. These roots generate a number of frequently used SAT vocabulary words. Here are some examples:

- LOQuacious** - to talk a lot or too much. Laconic and taciturn are often-used antonyms of loquacious.
- euLOGy** - a spoken or written tribute to a person, especially a person who has just died. Panegyric is a synonym that means elaborate praise. "All these panegyrics are embarrassing to me," lied the actress at the dinner in her honor.
- neoLOGism** - a new word or phrase, a new usage of a word. At one time, every word was a neologism.
- eLOQuent** - persuasive, fluent in speech
- colLOQuial** - conversational, informational language "The way I figure it" is a colloquial expression
- proLOGue** - the lines or words introducing a discourse or play; an introductory act or event
- epiLOGue** - a short addition or concluding section at the end of any literary work
- diaLOGue** - a conversation between two or more people

5. The **QUI** Family

- a. Qui is a Latin word meaning quiet.
- b. Here are some examples:

- QUIet** - making no noise, silent
- QUIescent** - inactive or still, dormant  
Theodore was bubbling over with energy as a young man, but in old age, he settled into a peaceful quiescence.
- tranQUIL** - calm, free from agitation or disturbance
- acQUIesce** - quiet or passive agreement without protest  
To acquiesce is to do something without objection, to do it quietly.
- disQUIet** - to deprive of peace or quiet, to trouble, to make uneasy. The silence in the boss' office was disquieting; everyone was afraid that it was the calm before the storm.

## 6. The **PUG** Family

a. Pugnus is a Latin root meaning "first." Words with the root pug are thus spoiling for a fight.

b. Here are some examples:

**PUG**nacious - combative, quarrelsome, quick to fight

re**PUG**nant - A repugnant person is one against whom you fight back because he/she is antagonistic or objectionable.

im**PUG**n - a verbal attack or assault. For example, John said I was impugning his honor when I called him a liar.

**LESSON 7: VOCABULARY BUILDING - DEEP ARE THE ROOTS, PART II**

- Many words have common roots. Knowing these roots can help you remember groups of words.
- Thus far, fourteen (14) root families have been learned. They are:
  1. The sault (jump) family - desultory, resilient, salient
  2. The greg (group) family - congregate, gregarious, segregate, egregious, aggregate
  3. The culp (blame) family - culprit, exculpate, inculpate
  4. The cur (run) family - courier, cursory, precursor, discursive, concurrent
  5. The turb (trouble) family - turbulence, imperturbable, perturb
  6. The pathos (feeling) family - sympathy, empathy, antipathy, apathy
  7. The ver (truth) family - verdict, veracious, verisimilitude, verify, aver
  8. The duras (hand) family - durable, obdurate, dour
  9. The gress/grad (step) family - egress, progress, digress, regress, transgress, degrade, degradation
  10. The ped (foot) family - pedestrian, expedite, impede
  11. The flu (flow) family - fluent, superfluous, affluent, confluence, mellifluent
  12. The loqu/log (talk) family - loquacious, eulogy, neologism, eloquent, colloquial, obloquy
  13. The qui (quiet) family - tranquil, quiescent, disquiet, acquiesce
  14. The pug (fist/fight) family - pugnacious, repugnant, impugn
- Add the bolded words/word parts in this lesson to your word card file.

1. The **FID** Family

- a. Fid is a Latin root meaning faith or trust.
- b. Here are some key words containing this root:

con**FID**ent - sure of oneself, having faith in oneself

con**FID**ential - imparted in confidence to a person one has complete trust in

**FID**elity - a faithful devotion to duty or to one's obligations

in**FID**elity - showing lack of faith or trust

per**FID**ious - breaking faith, treacherous

dif**FID**ent - lacking faith or confidence in oneself

2. The **ONUS** Family - What a Burden

- a. Onus is a Latin root meaning burden.
- b. Here are some words containing this root:

**ONUS** - An onus is anything that is burdensome.

**ONER**ous - a burden. Hercules was given the onerous task of cleaning the Augean stables.

ex**ONER**ate - to free from a burden, to exculpate

3. The **PLAC** Family

- a. Plac is a Latin root meaning to please.
- b. Here are some key words containing this root:

**PLAC**ate - to pacify, quiet the anger of

**PLAC**id - calm, undisturbed, quiet

im**PLAC**able - cannot be pleased or appeased and, therefore, relentless, inexorable, as an implacable hatred

com**PLAC**ent - self-satisfied, smug, overly pleased

4. The **AC/ACR** Family

a. Ac/acr is a Latin root meaning sharp or bitter.

b. Here are some words containing this root:

**AC**ute - sharp-pointed, as an acute pain

**AC**umen - mental sharpness, keen insight

**AC**erbic - bitter, sharpness. Fred's acerbic comments hurt Paul's feelings causing a further estrangement in their relationship.

**ACR**imonious - full of bitter feelings, spite, caustic. An acrimonious dispute between the two rivals.

ex**AC**erbate - to make more intense or sharp. The trade war exacerbated tensions between the two nations.

5. The **LU** Family

a. LU is a Latin root meaning light.

b. Here are some words containing this root:

i**LU**minate - to shed light on

**LU**minous - giving off light, glowing bright

**LU**cid - clear, easy to understand

e**LU**cidate - to explain very clearly

pell**LU**cid - crystal clear and thus very easy to understand, as a pellucid explanation

**WHERE ARE YOUR ROOTS?  
Create A Family**

**quer, ques, quir, quis - to ask**

query  
inquiry  
inquisitive  
querulous  
quest

**capit, cipit - head, headlong**

capitol  
cape  
captain  
disciple  
principle  
precipice  
precipitate  
precipitous  
capitulate  
precipitation  
capitalism  
caption  
recapitulate

**ob - against**

obfuscate  
obsequious  
obliterate  
oblique  
obstinate  
obdurate

**trans - across**

traduce  
intransigent  
transmutation  
transient  
transgress

**sub - under**

subterfuge  
subdue  
subliminal  
subtle  
submission

**dic, dict - to say, to tell**

dictum  
indict  
malediction  
benediction  
abdicate

**non / noun / nown / nam / nym / non / nomen - name, order, rule**

anonymous  
ignominy  
anomaly  
misnomer  
nomenclature

**gen, gener - race, class**

generic  
genocide  
genesis  
genre  
engender

**carn - flesh**

carnivore  
carnage  
carnal

**pan - all**

pandemonium  
panorama  
panacea  
panegyric

**ODD WORD OUT**

**Directions:** Each question below consists of four words. Three of them are related in meaning. Circle the word that does not fit.

- |              |             |             |              |
|--------------|-------------|-------------|--------------|
| 1. lucid     | ambiguous   | muddled     | convoluted   |
| 2. keen      | penetrating | acute       | dull         |
| 3. amiable   | friendly    | acrimonious | cordial      |
| 4. poor      | affluent    | destitute   | impoverished |
| 5. redundant | superfluous | excessive   | essential    |
| 6. explain   | elucidate   | illustrate  | confuse      |
| 7. comfort   | exacerbate  | relieve     | soothe       |
| 8. diverge   | confluence  | link        | junction     |
| 9. hesitant  | halting     | fluent      | stammering   |
| 10. harsh    | mellifluous | discordant  | raucous      |

**RELATIONSHIP**

**Directions:** For each question below, decide whether the pair of words are synonyms (S), antonyms (A), or unrelated (U) to each other.

- |       |     |                  |             |
|-------|-----|------------------|-------------|
| _____ | 1.  | exacerbate.....  | soothe      |
| _____ | 2.  | mellifluous..... | raucous     |
| _____ | 3.  | affluent.....    | rich        |
| _____ | 4.  | elucidate.....   | explain     |
| _____ | 5.  | luminous.....    | perfidious  |
| _____ | 6.  | lucid.....       | confused    |
| _____ | 7.  | acumen.....      | stupidity   |
| _____ | 8.  | acute.....       | obtuse      |
| _____ | 9.  | acrimonious..... | intrepid    |
| _____ | 10. | confluence.....  | convergence |

**COMPLETE THE HEADLINE**

**Directions:** The following headlines are taken from newspaper and magazine articles. Use one of the following five words to complete each headline: acrimony, lucid, acute, superfluous, affluent.

1. \_\_\_\_\_ Speech on Welfare Reform Wins Praise for Clarity
2. President Calls Crisis \_\_\_\_\_, Urges Speedy Action
3. Renewed \_\_\_\_\_ Between Owners and Players Stalls Contract Talks
4. Study Recommends That \_\_\_\_\_ Should Pay Higher Taxes.
5. Governor Vetoes Bill Calling it Unnecessary and \_\_\_\_\_.

## LESSON 7: DEEP ARE THE ROOTS

## MATCHING

**Directions:** Match the root with its meaning.

- |       |                |                 |
|-------|----------------|-----------------|
| _____ | 1. duras       | a. faith/trust  |
| _____ | 2. culp        | b. burden       |
| _____ | 3. flu         | c. please       |
| _____ | 4. ver         | d. sharp/bitter |
| _____ | 5. fid         | e. light        |
| _____ | 6. sault       | f. fist/fight   |
| _____ | 7. pug         | g. jump         |
| _____ | 8. ac/acr      | h. quiet        |
| _____ | 9. onus        | i. group/flock  |
| _____ | 10. turb       | j. run          |
| _____ | 11. cur        | k. blame        |
| _____ | 12. qui        | l. talk         |
| _____ | 13. lu         | m. flow         |
| _____ | 14. gress/grad | n. foot         |
| _____ | 15. loqu/log   | o. feeling      |
| _____ | 16. ped        | p. step         |
| _____ | 17. plac       | q. hand         |
| _____ | 18. greg       | r. truth        |
| _____ | 19. pathos     | s. trouble      |

## THREE LETTER WORDS

**Directions:** Match the word with the correct definition by placing the appropriate letter on the blank line provided.

- |       |         |                                                                          |
|-------|---------|--------------------------------------------------------------------------|
| _____ | 1. RUE  | a. sickly pale, feeble, weak                                             |
| _____ | 2. SAP  | b. color, shade, tint                                                    |
| _____ | 3. VEX  | c. curse, distress                                                       |
| _____ | 4. DIN  | d. annoy, irk                                                            |
| _____ | 5. EWE  | e. noise                                                                 |
| _____ | 6. LAG  | f. injure                                                                |
| _____ | 7. WRY  | g. one of the teeth on the rim of a cogwheel                             |
| _____ | 8. WAX  | h. flirtations, modest                                                   |
| _____ | 9. LAX  | i. cut                                                                   |
| _____ | 10. IRE | j. regret, penitence, pitiful                                            |
| _____ | 11. AIR | k. appropriate, inclined                                                 |
| _____ | 12. HEW | l. compete, contend                                                      |
| _____ | 13. OAF | m. anger, fury                                                           |
| _____ | 14. HEX | n. lump                                                                  |
| _____ | 15. WOE | o. decrease, recede, subside                                             |
| _____ | 16. COY | p. delay, laggard                                                        |
| _____ | 17. YEN | q. jinx, witch                                                           |
| _____ | 18. AWE | r. become, increase                                                      |
| _____ | 19. EBB | s. wonder                                                                |
| _____ | 20. COG | t. ease, negligent, tolerant                                             |
| _____ | 21. VIE | u. cynical                                                               |
| _____ | 22. WAN | v. female sheep                                                          |
| _____ | 23. MAR | w. desire                                                                |
| _____ | 24. APT | x. expose, express, ventilate                                            |
| _____ | 25. HUE | y. undermine, weaken, exhaust, the juice that circulates through a plant |

# **SUPPLEMENTARY RESOURCES**

**100 WORDS YOU ABSOLUTELY, POSITIVELY  
HAVE TO KNOW**

1. **gregarious** - seeking and enjoying the company of others of one's kind, sociable.  
*A gregarious person enjoys parties.*
2. **iconoclastic** - an iconoclast attacks and seeks to overthrow traditional or popular ideas and institutions. Iconoclasts are thus dissenters who oppose orthodox (commonly accepted) beliefs or practices. *She is an iconoclast who refuses to work with established leaders.*
3. **docile** - obedient; easily managed. *A docile person is easily managed.*
4. **disparage** - to speak badly of; belittle; run someone or something down. *Your disparaging comments hurt my feelings*
5. **alleviate** - to relieve; make more bearable; as to alleviate pain, grief or suffering. *This medication will help alleviate the pain.*
6. **succinct** - clearly expressed in few words; concise; terse; to the point. *Let one be succinct - study this list of words and your SAT verbal score will go up.*
7. **belligerent** - given to or marked by hostile or aggressive behavior; antagonistic. *His belligerent attitude turned a friendly discussion into an ugly argument.*
8. **sage** - a person is venerated (shown great respect) for his/her experience, judgment, and wisdom. Sagacious thus means showing or possessing great insight and wisdom. *Wall Street sages confidently predicted that the stock market would go up.*
9. **obdurate** - stubborn; inflexible; hard to persuade; obstinate. *The obdurate ruler refused to adopt the reforms recommended by his youthful advisors.*
10. **elusive** - hard to catch; evasive. *The elusive runner easily faked the defenders and ran for a touchdown.*
11. **limpid** - characterized by transparent clearness. *We could see ourselves in the limpid lake.*
12. **miser** - a greedy or avaricious person who hoards money. *The miser refused to contribute any money to the local charity.*
13. **desolate** - devoid or lacking inhabitants; deserted. *People abandoned the small town, thus leaving it a deserted and desolate place.*

14. **exorbitant** - extravagant; immoderate; excessive. *As a result of its exorbitant prices, the store quickly went out of business.*
15. **rejuvenate** - to revive, restore, or make new again. *The time out helped rejuvenate the tired team.*
16. **solitary** - existing, living, or going without others. *Hermits are solitary people who prefer to live alone.*
17. **incipient** - in an initial or early stage; just beginning to exist or appear. *Since the incipient rebellion had not yet spread very far, the king's forces were confident they could suppress it.*
18. **charlatan** - a person who claims to possess knowledge or skill that he/she does not have; a quack. *The clever charlatan tried to dupe (deceive) the unsuspecting tourist.*
19. **paradox** - a seemingly contradictory statement that may nonetheless be true. *It's a paradox, but the older she gets the more active she is.*
20. **quixotic** - idealistic but impractical. A quixotic person is thus an unrealistic visionary. *She began her quixotic quest for justice without recognizing the obstacles that awaited her.*
21. **exacerbate** - to make worse; aggravate; inflame. *His disparaging remarks exacerbated an already tense situation.*
22. **lucid** - easily understood, clear. *The police were pleased with the victim's lucid account of the crime.*
23. **innate** - possessed at birth; inborn; inherent. *Beethoven had an innate genius for music.*
24. **sophomoric** - characteristic of a sophomore, hence very immature; juvenile. *The principal was not amused by the student's sophomoric prank at the graduation ceremony.*
25. **fortuitous** - happening by accident or chance; unplanned. *Her fortuitous discovery of a good restaurant saved an otherwise disastrous day.*
26. **depreciate** - to reduce or lower the value of; to run down something; belittle. *Runaway inflation has depreciated the value of our currency.*
27. **fabrication** - to make up or invent a deliberately false statement. *He fabricated a good excuse to explain why he was late to class.*

28. **pessimist** - a pessimist tends to take the gloomiest possible view of a situation. *As a life-long pessimist he only saw the bad side of any situation.*
29. **buttress** - anything that serves to support, prop, reinforce, or bolster. *Patty's research findings helped to buttress her arguments in the debate.*
30. **flag** - to lose energy and thus grow weak. *My energy flagged after climbing all the steps inside the Washington Monument.*
31. **salve** - an analgesic or medical ointment that soothes or heals; as to dress a wound with a salve. Salve thus means anything that soothes or heals. *My sincere apology seemed to salve her hurt feelings.*
32. **immutable** - unchanging; unalterable. *Despite the new evidence, his position remained as immutable as ever.*
33. **coerce** - to compel or force to act or think in a given manner. *During the Vietnam War, American prisoners of war were coerced into making statements praising the North Vietnamese.*
34. **contentious** - quarrelsome. *The owner finally fired the coach after a long and contentious salary dispute.*
35. **loquacious** - very talkative. *Terry is so loquacious that no one can get in a word edgewise.*
36. **atrophy** - to wither or waste away. *Henry's once powerful muscles began to atrophy when he stopped exercising.*
37. **trepidation** - a state of alarm or dread; apprehension. *It's natural to have some trepidation before beginning a dangerous mission.*
38. **incorrigible** - incapable of being corrected or reformed. *The incorrigible delinquent was always in trouble with the police.*
39. **mercurial** - very changeable in temperament; impulsive. *Tracy's mercurial temperament made it difficult for others to predict her moods.*
40. **wary** - cautious, watchful. *After his company went bankrupt, he was very wary about starting a new business.*
41. **demagogue** - a leader who obtains power by means of impassioned appeals to the emotions and prejudices of the populace. *Hitler and Mussolini were ambitious demagogues who exploited people's fear and prejudices.*

42. **robust** - full of health and strength; vigorous; hardy. *The vacation helped restore her robust good health.*
43. **conjecture** - to infer from inconclusive evidence; to guess. *Although in the past 20 years anthropologists have made many valuable advances in our understanding of early prehistoric life, most of our notions are still only conjecture.*
44. **cynic** - a person who believes that all people are motivated by selfishness. A cynic thus distrusts the motives of others. *He lived up to his well deserved reputation for cynicism by insinuating that the philanthropist had selfish motives for her generous gift.*
45. **cajole** - to coax; wheedle; persuade or attempt to persuade by flattery or guile. *The workers tried unsuccessfully to cajole their boss into giving them a longer break.*
46. **expound** - to give a detailed statement of; to set forth; explain fully. *President Clinton used the televised news conference to expound his views on health care.*
47. **relegate** - to consign or send to an inferior position. *The new president relegated all of his predecessor's aides to unimportant positions.*
48. **hypocrisy** - the feigning of beliefs, feelings, or virtues that one does not hold or possess; insincerity. *Critics accused Patty of being a hypocrite since she said one thing and then did another.*
49. **chauvinism** - militant and boastful devotion to and glorification of one's country; fanatical patriotism. *The flag-waving chauvinist insisted that his country was by far the best.*
50. **pious** - having or exhibiting reverence and earnest compliance in the observance of a religion; devout; deeply religious. *Her brothers and sisters were pious churchgoers who faithfully observed all religious rituals.*
51. **deify** - to raise to divine rank, to worship or revere as a god; to show great honor. *Alexander the Great's followers deified him for his victories.*
52. **digress** - to stray or wander from the subject. *His rambling speech contained many pointless digressions.*
53. **dappled** - mottled or spotted marking, as on a horse's skin. *She immediately fell in love with a dappled pony appropriately named Spotty.*
54. **culpable** - responsible for wrong or error; deserving blame. *Following the accident, the police officer tried to determine which driver was culpable.*

55. **parable** - a simple story illustrating a moral or religious lesson. *The story of the prodigal son is one of the most famous parables in the New Testament.*
56. **jocular** - humorous, lighthearted, given to joking or jesting. *She was a jocular person who loved a good joke.*
57. **circumscribe** - to draw a line around and thus determine the limits of; define; delimit. *Mary complained that her parents' rules overly circumscribed her freedom.*
58. **fastidious** - careful in all details; exacting; meticulous. *The president's personal secretary was renowned for his fastidious attention to details.*
59. **intractable** - difficult to manage or govern; stubborn; obstinate. *The intractable child refused to obey her parents.*
60. **viscous** - having relatively high resistance to flow, thick, viscid. *Honey is a liquid, but an extremely viscous one.*
61. **perjure** - to give false testimony; to lie under oath. *The defendant was charged with perjury for lying to the jury.*
62. **pliant** - easily bent or shaped; flexible. *Be careful what you teach to young children, for they are very pliant and thus easily shaped.*
63. **adamant** - firm in purpose or opinion; unyielding; intransigent. *Despite pleas from the students, the professor adamantly refused to postpone the exam.*
64. **refurbish** - to make clean, bright or fresh again; renovate. *The carpentry class enthusiastically began the task of refurbishing the old home.*
65. **apathetic** - feeling or showing little or no emotion; uninterested; listless; indifferent. *The public's failure to vote could only be explained by widespread apathy.*
66. **balm** - something that soothes, heals, or comforts. *The soft music was a balm for a her rattled nerves.*
67. **parochial** - restricted to a narrow scope; provincial. *Linda's narrow-minded parochial views offended her more cosmopolitan friends.*
68. **foil** - to set off by contrast. *The supporting actor's reserved behavior made him a perfect foil for the film's exuberant star.*
69. **benefactor** - one who gives financial or other aid; a patron; donor. *The new computer labs were the gift of a generous benefactor.*

70. **scamp** - a mischievous child or prankster. *Bart Simpson is a scamp whose pranks infuriate his teachers.*
71. **specious** - false or misleading; deceptive. *Rasheed's specious reasoning led him to a false conclusion.*
72. **prattle** - to talk idly or without meaning; babble. *The junior high students prattled endlessly about what life would be like when they were in high school.*
73. **opaque** - impenetrable by light; neither transparent nor translucent; unclear; hard to understand. *The limousine's opaque windows prevented spectators from seeing who was inside.*
74. **abash** - to make ashamed, embarrassed or uneasy; to disconcert. *He was abashed at forgetting his daughter's birthday.*
75. **incandescent** - shining brilliantly; very bright; demonstrating a high degree of emotion. *Her incandescent smile lit up the stage.*
76. **fervent** - having or showing great emotion; passionate; ardent. *The fervent fans loudly cheered their victorious team.*
77. **despondent** - feeling disheartened; dejected; depressed. *The coach knew that it would take a long time for his despondent team to recover from the one point loss in the championship game.*
78. **precipitous** - acting with excessive haste or impulse; lacking due deliberation. *The guidance counselor warned Susan that her decision to leave school was precipitous and ill-advised.*
79. **ebullient** - overflowing with excitement, enthusiasm, or exuberance. *The seniors could not suppress their ebullient feelings as graduation day approached.*
80. **mesmerize** - to hold spellbound; to enthrall. *The Olympic champion's mesmerizing performance enthralled the huge crowd.*
81. **portfolio** - a portable case for holding documents, papers, drawings and the like. *Her portfolio contained many secret documents.*
82. **malign** - to speak evil of; slander; defame. *Negative political commercials are designed to malign an opponent.*
83. **ribald** - vulgar, coarse, bawdy humor. *His ribald stories offended the refined audience.*

84. **rectitude** - moral uprightness; possessing great integrity. *Everyone praised the Special Prosecutor as a person who possessed great moral rectitude.*
85. **brusque** - abrupt and curt in manner or speech; discourteously blunt. *The manager's brusque manners offended many customers.*
86. **sanctimonious** - making a pretense of piety or righteousness; hypocritical devoutness. *The elder's sanctimonious pronouncements irritated many people.*
87. **zealot** - someone who shows extreme devotion to a cause or goal. *The zealot adamantly refused to listen to another point of view.*
88. **embryonic** - in a very early stage, beginning; incipient. *As you can see, the blueprint for your house is still in a very embryonic stage.*
89. **heir** - a person who inherits or receives a gift, title, or any other bequest (something that is handed down). *As a legal heir, Andrew received a handsome bequest from his wealthy uncle's estate.*
90. **stalwart** - unwavering; steadfast. *Voltaire always demonstrated a stalwart belief in the power of reason.*
91. **irascible** - easily angered; touchy; irritable; cantankerous. *After losing his business, John's easygoing personality changed and he became known for his cranky and irascible temperament.*
92. **atrium** - an open central court. *The architect proudly walked through the large atrium that formed the social center of his new building.*
93. **dupe** - a person who is easily deceived, fooled or used. *Nancy was furious when she discovered that she had been duped by her boss.*
94. **remorse** - showing great regret; feelings of guilt; contrition. *The terrorist showed no remorse over the innocent lives that were lost.*
95. **gratuitous** - unnecessary or unwarranted; unjustified. *She was deeply hurt by his gratuitous insult.*
96. **embezzle** - to take money or property for one's own use in violation of a trust; swindle. *The young boy's guardian embezzled the money that had been willed to him.*
97. **harangue** - a speech characterized by strong feeling or vehement expression; a tirade. *The angry coach unleashed a furious harangue at the player who skipped practice.*
98. **precarious** - dangerously lacking in security or stability. *The precarious agreement could be broken at any moment.*
99. **adherent** - a supporter of a cause or individual. *The president's loyal adherents refused to believe that their hero had done anything wrong.*
100. **arduous** - demanding great care, effort or labor; strenuous. *The pioneers preparing to travel on the Oregon Trail knew that they faced a long and arduous journey.*

## VOCABULARY BUILDING THAT IS GUARANTEED TO RAISE YOUR SAT SCORE

## ROOTS

|                                                                          |
|--------------------------------------------------------------------------|
| A ROOT IS THE BASIC ELEMENT - FUNDAMENTAL OR ESSENTIAL PART - OF A WORD. |
|--------------------------------------------------------------------------|

The roots checked are especially important

| <u>ROOT</u>              | <u>MEANING AND EXAMPLE*</u>                       | <u>ROOT</u>                   | <u>MEANING AND EXAMPLE</u>                                 |
|--------------------------|---------------------------------------------------|-------------------------------|------------------------------------------------------------|
| ✓ <b>ag, act</b>         | do, act; as <i>agent, counteract</i>              | <b>clud, clus</b>             | close, shut; as <i>conclude, recluse</i>                   |
| <b>agr</b>               | field; as <i>agriculture, agoraphobia</i>         | <b>cogn</b>                   | know; as <i>incognito, cognizant</i>                       |
| <b>alt</b>               | high; as <i>altitude, altar</i>                   | <b>cord</b>                   | heart; as <i>cordial, accord</i>                           |
| <b>alter</b>             | other; as <i>altercation, alternative</i>         | <b>corp</b>                   | body; as <i>corpulent, corpse</i>                          |
| ✓ <b>am</b>              | friend, love; as <i>amity, amorous</i>            | <b>cosm</b>                   | world; as <i>cosmic, cosmopolitan</i>                      |
| <b>anim</b>              | year; as <i>annuity, annual</i>                   | ✓ <b>cred</b>                 | believe; as <i>incredible, credentials</i>                 |
| <b>anthrop</b>           | man; as <i>philanthropy, anthropoid</i>           | ✓ <b>curr, curs</b>           | run; as <i>current, cursory</i>                            |
| <b>aper</b>              | open; as <i>aperture, aperiend</i>                | <b>dec</b>                    | ten; as <i>decimal, decade</i>                             |
| <b>apt</b>               | fit; as <i>adapt, aptitude</i>                    | <b>dem</b>                    | people; as <i>democracy, demographic</i>                   |
| <b>aqu</b>               | water; as <i>aqueous, aquacade</i>                | <b>derm</b>                   | skin; as <i>epidermis, dermatologist</i>                   |
| <b>arch</b>              | rule, govern; as <i>anarchy, matriarch</i>        | <b>di</b>                     | day; as <i>diary, sundial</i>                              |
| <b>aster, astr</b>       | star; as <i>asteroid, disaster, astronomy</i>     | ✓ <b>dic, dict</b>            | speak, say; as <i>indicate, contradict</i>                 |
| <b>aud</b>               | hear; as <i>audible, audition</i>                 | <b>dign</b>                   | worthy; as <i>dignity, indignant</i>                       |
| <b>aur</b>               | gold; as <i>auriferous</i>                        | <b>domin</b>                  | lord, master; as <i>dominate, indomitable</i>              |
| ✓ <b>bas</b>             | low; as <i>debase, basement</i>                   | <b>dorm</b>                   | sleep; as <i>dormant, dormitory</i>                        |
| <b>bell</b>              | war; as <i>bellicose, antebellum</i>              | ✓ <b>duc, duct</b>            | lead; as <i>induce, ductile</i>                            |
| <b>ben</b>               | good, well; as <i>benevolent, benefactor</i>      | <b>ego</b>                    | I; as <i>egotism, egomaniac</i>                            |
| <b>bibl</b>              | book; as <i>biblical, bibliography</i>            | <b>equ</b>                    | equal; as <i>equity, equanimity</i>                        |
| <b>bio</b>               | life; as <i>biology, biopsy</i>                   | ✓ <b>fac, fact, fect, fic</b> | make, do; as <i>facile, factory, infection, fiction</i>    |
| <b>brev</b>              | short; as <i>brevity, abbreviation</i>            | ✓ <b>fer</b>                  | bear, carry; as <i>fertile, confer</i>                     |
| <b>cad, cas, cid</b>     | fall; as <i>cadence, casualty, incident</i>       | <b>fid</b>                    | faith, trust; as <i>confide, infidelity</i>                |
| <b>cand</b>              | white, shining; as <i>candid, candidate</i>       | <b>fin</b>                    | end; as <i>infinite, final</i>                             |
| ✓ <b>cap, capt, cept</b> | take, hold; as <i>capable, captive, intercept</i> | <b>flect, flex</b>            | bend; as <i>reflect, flexible</i>                          |
| <b>capit</b>             | head; as <i>capital, decapitate</i>               | <b>form</b>                   | shape; as <i>conform, reformation</i>                      |
| <b>carn</b>              | flesh; as <i>carnal, carnivorous</i>              | ✓ <b>fort</b>                 | strong; as <i>fortitude, fortify</i>                       |
| ✓ <b>ced, cess</b>       | yield, go; as <i>cede, procession</i>             | <b>frag, fract</b>            | break; as <i>fragile, fracture</i>                         |
| <b>celer</b>             | swift; as <i>celerity, accelerate</i>             | <b>fug</b>                    | flee; as <i>fugitive, refugee</i>                          |
| <b>cent</b>              | hundred; as <i>century, centipede</i>             | <b>fus</b>                    | pour; as <i>confuse, fusion</i>                            |
| <b>chrom</b>             | color; as <i>chromium, chromatic</i>              | ✓ <b>gen</b>                  | kind, race, birth; as <i>generate, generic, generation</i> |
| <b>chron</b>             | time; as <i>chronology, chronic</i>               | <b>gest</b>                   | carry, bring; as <i>congestion, gestation</i>              |
| <b>cid, cis</b>          | cut, kill; as <i>suicide, precision</i>           | <b>grad, gress</b>            | step, go; as <i>graduate, digress</i>                      |
| <b>clin</b>              | lean, bend; as <i>inclination, recline</i>        |                               |                                                            |

\*Refer to dictionary for word meanings you don't know.

## VOCABULARY BUILDING THAT IS GUARANTEED TO RAISE YOUR SAT SCORE

| <u>ROOT</u>           | <u>MEANING AND EXAMPLE</u>                           | <u>ROOT</u>                   | <u>MEANING AND EXAMPLE</u>                              |
|-----------------------|------------------------------------------------------|-------------------------------|---------------------------------------------------------|
| <b>graph</b>          | write; as <i>autograph, graphic</i>                  | <b>oper</b>                   | work; as <i>cooperation, operate</i>                    |
| <b>grat</b>           | pleasing; as <i>gratitude, congratulate</i>          | <b>pater, patri</b>           | father; as <i>paternal, patriot</i>                     |
| <b>hydr</b>           | water; as <i>dehydrated, hydrant</i>                 | <b>ped, pod</b>               | foot; as <i>impede, biped, tripod</i>                   |
| <b>integr</b>         | entire, whole; as <i>integrate, integral</i>         | <b>ped</b>                    | child; as <i>pediatrics, pedagogue</i>                  |
| ✓ <b>ject</b>         | throw; as <i>inject, projection</i>                  | <b>pel, puls</b>              | drive; as <i>compel, expulsion</i>                      |
| <b>junct</b>          | join; as <i>conjunction, juncture</i>                | <b>pend, pens</b>             | hang; as <i>pendant, pension</i>                        |
| <b>lat</b>            | carry; as <i>translation, dilate</i>                 | <b>pet</b>                    | seek; as <i>impetus, petition</i>                       |
| <b>leg, lig, lect</b> | choose, gather; as <i>legible, eligible, collect</i> | <b>petr</b>                   | stone, rocks; as <i>petrify</i>                         |
| <b>liber</b>          | free; as <i>liberate, libertine</i>                  | <b>phil</b>                   | loving; as <i>philosophy</i>                            |
| ✓ <b>loc</b>          | place; as <i>dislocate, local</i>                    | <b>phob</b>                   | fear; as <i>claustrophobia</i>                          |
| <b>log</b>            | word, study; as <i>catalogue, psychology</i>         | <b>phon</b>                   | sound; as <i>phonic, phonetics</i>                      |
| <b>loqu, locut</b>    | speak, talk; as <i>loquacious, circumlocution</i>    | ✓ <b>plic</b>                 | fold, bend; as <i>complicate, implicate</i>             |
| <b>luc, lum</b>       | light; as <i>translucent, illuminate</i>             | ✓ <b>pon, pos</b>             | place, put; as <i>component, compose</i>                |
| <b>magn</b>           | great; as <i>magnitude, magnificent</i>              | ✓ <b>port</b>                 | carry, bring; as <i>porter, import</i>                  |
| ✓ <b>man</b>          | hand; as <i>manufacture, manual</i>                  | <b>pot</b>                    | drink; as <i>potion, potable</i>                        |
| <b>mar</b>            | sea; as <i>marine, maritime</i>                      | <b>poten</b>                  | powerful; as <i>potentate, impotent</i>                 |
| <b>mater</b>          | mother; as <i>maternal, matrimony</i>                | <b>prehend, prehens</b>       | take, grasp; as <i>apprehend, comprehension</i>         |
| <b>mega</b>           | large; as <i>megaton, megaphone</i>                  | <b>prot</b>                   | first; as <i>protagonist, prototype</i>                 |
| <b>ment</b>           | mind; as <i>mentality, mentally</i>                  | <b>psych</b>                  | mind; as <i>psychological, psychic</i>                  |
| <b>merg</b>           | plunge, sink; as <i>submerge, merger</i>             | <b>quer, quir, quis, ques</b> | ask, seek; as <i>query, inquiry, inquisition, quest</i> |
| <b>meter</b>          | measure; as <i>chronometer, symmetry</i>             | <b>reg, rig, rect</b>         | rule, govern; as <i>regent, rigid, corrective</i>       |
| <b>micro</b>          | small; as <i>microscope, microfilm</i>               | <b>rid, ris</b>               | laugh; as <i>ridiculous, risible</i>                    |
| <b>migr</b>           | wander; as <i>migrate, immigration</i>               | <b>rupt</b>                   | break; as <i>rupture, erupt, interruption</i>           |
| <b>mir</b>            | look; as <i>admire, mirror</i>                       | <b>sacr</b>                   | holy; as <i>sacred, sacrificial</i>                     |
| ✓ <b>mit, miss</b>    | send; as <i>admit, submission</i>                    | <b>sanct</b>                  | holy; as <i>sanction, sanctify</i>                      |
| <b>mon</b>            | advise, remind; as <i>admonish, monument</i>         | <b>sci, scio</b>              | know; as <i>science, conscious, omniscient</i>          |
| ✓ <b>mort</b>         | death; as <i>immortality, mortal</i>                 | <b>scop</b>                   | watch; as <i>periscope, horoscope</i>                   |
| <b>mot, mov</b>       | move; as <i>motor, motility, movable</i>             | ✓ <b>scrib, script</b>        | write; as <i>describe, prescription</i>                 |
| ✓ <b>mult</b>         | many; as <i>multitude, multifarious</i>              | <b>sec, sect</b>              | cut, as <i>secant, bisect</i>                           |
| ✓ <b>mut</b>          | change; as <i>mutation, transmute, immutable</i>     | <b>sed, sid, sess</b>         | sit, seat; as <i>sedate, reside, session</i>            |
| ✓ <b>nat</b>          | born; as <i>natal, innate</i>                        | <b>sent, sens</b>             | feel, think; as <i>sentiment, sensible</i>              |
| <b>nav</b>            | ship; as <i>naval, navigate</i>                      | ✓ <b>sequ, secut</b>          | follow; as <i>sequel, consecutive</i>                   |
| <b>neg</b>            | deny; as <i>negate, renege</i>                       | <b>serv</b>                   | keep; as <i>reserve; conservative</i>                   |
| <b>nomen</b>          | name; as <i>nominee, nomenclature, cognomen</i>      | <b>sist</b>                   | place, stand; as <i>assist, resistance</i>              |
| <b>nov</b>            | new; as <i>novelty, novice, innovation</i>           |                               |                                                         |
| <b>ocul</b>           | eye; as <i>oculist, binocular</i>                    |                               |                                                         |

## VOCABULARY BUILDING THAT IS GUARANTEED TO RAISE YOUR SAT SCORE

| <u>ROOT</u>                  | <u>MEANING AND EXAMPLE</u>                                 | <u>ROOT</u>         | <u>MEANING AND EXAMPLE</u>                   |
|------------------------------|------------------------------------------------------------|---------------------|----------------------------------------------|
| <b>solv, solu</b>            | loosen; as <i>dissolve, absolution</i>                     | ✓ <b>tract</b>      | draw; as <i>attract, extract</i>             |
| <b>somn</b>                  | sleep; as <i>somnambulist, insomnia</i>                    | <b>trit</b>         | rub; as <i>trite, attrition</i>              |
| <b>soph</b>                  | wisdom; as <i>sophisticated, philosophy</i>                | <b>trud, trus</b>   | thrust; as <i>intrude, abstruse</i>          |
| ✓ <b>spec, spect, spic</b>   | look, appear; as <i>specimen, prospect, conspicuous</i>    | <b>umbra</b>        | shade; as <i>umbrella, umbrage</i>           |
| <b>spir</b>                  | breathe; as <i>conspire, respiration</i>                   | <b>urb</b>          | city; as <i>suburb, urban</i>                |
| ✓ <b>stat, stab</b>          | stand; as <i>status, stability</i>                         | <b>vac</b>          | empty; as <i>vacate, evacuation</i>          |
| <b>string, strict</b>        | bind; as <i>stringent, stricture</i>                       | <b>vad, vas</b>     | go; as <i>evade, evasive</i>                 |
| <b>stru, struct</b>          | build; as <i>construe, destructive</i>                     | <b>val, vail</b>    | be strong; as <i>valid, prevail</i>          |
| <b>sum, sumpt</b>            | take; as <i>assume, presumption</i>                        | ✓ <b>ven, vent</b>  | come; as <i>convene, prevention</i>          |
| <b>tang, ting, tact, tig</b> | touch; as <i>tangent, contingency, contact, contiguous</i> | ✓ <b>ver</b>        | true; as <i>veracity, aver</i>               |
| <b>teg, tect</b>             | cover; as <i>tegument, detect</i>                          | ✓ <b>verb</b>       | word; as <i>verbose, verbatim</i>            |
| <b>tele</b>                  | distance; as <i>telescope, teletype</i>                    | ✓ <b>vert, vers</b> | turn; as <i>convert, reverse</i>             |
| <b>tempor</b>                | time; as <i>temporary, extemporaneous</i>                  | <b>vid, vis</b>     | see; as <i>evident, visible</i>              |
| ✓ <b>ten, tain</b>           | hold; as <i>tenant, tension, retain</i>                    | <b>vinc, vict</b>   | conquer; as <i>invincible, evict</i>         |
| <b>term</b>                  | end; as <i>terminal, terminate</i>                         | <b>viv, vit</b>     | live; as <i>vivacity, vital</i>              |
| <b>ter, terr</b>             | land, earth; as <i>inter, terrace</i>                      | <b>voc, vok</b>     | call; as in <i>vocation, revoke</i>          |
| <b>therm</b>                 | heat; as <i>thermometer, thermos</i>                       | <b>volv, volut</b>  | roll, turn; as in <i>involve, revolution</i> |
|                              |                                                            | <b>tort, tors</b>   | twist; as <i>contort, torsion</i>            |

## PREFIXES

A PREFIX IS PART OF A WORD THAT MAY BE PLACED BEFORE THE BASIC ELEMENT (ROOT) OF A WORD.

The roots checked are especially important

| <u>PREFIX</u>       | <u>MEANING AND EXAMPLE</u>                                                                                                                                                           | <u>PREFIX</u>                    | <u>MEANING AND EXAMPLE</u>                                |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------|
| ✓ <b>a, ab, abs</b> | from, away; as <i>avert, abjure, absent</i>                                                                                                                                          | ✓ <b>contra, contro, counter</b> | against; as <i>controvert, counteract</i>                 |
| ✓ <b>ad</b>         | to; as <i>adhere</i> / By assimilation, <i>ad</i> takes the forms of <b>a, ac, af, al, an, ap, as, at</b> ; as <i>aspire, accord, affect, allude, annex, appeal, assume, attract</i> | ✓ <b>de</b>                      | down, away from; as <i>descend, depart, describe</i>      |
| <b>ambi, amphi</b>  | around, both; as <i>ambidextrous, amphibious</i>                                                                                                                                     | <b>demi</b>                      | half; as <i>demigod, demitasse</i>                        |
| ✓ <b>ante, anti</b> | before; as <i>antedate, anticipate</i>                                                                                                                                               | <b>dia</b>                       | across, through; as <i>diameter, diastole</i>             |
| ✓ <b>anti</b>       | against; as <i>antidote, antislavery</i>                                                                                                                                             | ✓ <b>dis, di, dif</b>            | apart, not; as <i>dissension, division, diffident</i>     |
| <b>arch</b>         | first, chief; as <i>archangel, archenemy</i>                                                                                                                                         | ✓ <b>equi</b>                    | equal; as <i>equinox, equivalent</i>                      |
| <b>auto</b>         | self; as <i>autobiography, automatic</i>                                                                                                                                             | ✓ <b>ex, e, ef</b>               | out of; as <i>extract, eject, efface</i>                  |
| <b>ben</b>          | good, well; as <i>benediction, benefactor</i>                                                                                                                                        | <b>extra</b>                     | out of, beyond; as <i>extraordinary, extraterrestrial</i> |
| ✓ <b>bi</b>         | two; as <i>bilateral, bisect</i>                                                                                                                                                     | <b>hyper</b>                     | too much; as <i>hypercritical, hypersensitive</i>         |
| ✓ <b>circum</b>     | around; as <i>circumnavigate, circumvent</i>                                                                                                                                         | <b>hypo</b>                      | too little, under; as <i>hypochondriac, hypodermic</i>    |

## VOCABULARY BUILDING THAT IS GUARANTEED TO RAISE YOUR SAT SCORE

| <u>PREFIX</u>           | <u>MEANING AND EXAMPLE</u>                                    | <u>PREFIX</u>   | <u>MEANING AND EXAMPLE</u>                                |
|-------------------------|---------------------------------------------------------------|-----------------|-----------------------------------------------------------|
| ✓ <b>in, il, im, ir</b> | into, in; as <i>invade, illustrate, immerse, irritate</i>     | ✓ <b>pre</b>    | before; as <i>predict, precursory</i>                     |
| ✓ <b>in, il, im, ir</b> | not; as <i>indistinct, illegal, impossible, irresponsible</i> | ✓ <b>pro</b>    | forward, before; as <i>proceed, provide</i>               |
| <b>inter, intro</b>     | between, among; as <i>interpose, introduce</i>                | ✓ <b>re</b>     | back, again; as <i>recur, recede</i>                      |
| ✓ <b>mal, mis</b>       | bad; as <i>malevolent, mistreat</i>                           | <b>retro</b>    | backward; as <i>retrogress, retrospect</i>                |
| <b>mono</b>             | one, single; as <i>monotone, monorail</i>                     | <b>se</b>       | apart, away; as <i>seduce, sedition</i>                   |
| <b>neo</b>              | new; as <i>neoplasm, neophyte</i>                             | <b>semi</b>     | half; as <i>semicircle, semiconscious</i>                 |
| ✓ <b>non</b>            | not; as <i>nonentity, nonconformist</i>                       | ✓ <b>sub</b>    | under; as <i>submarine, subversive</i>                    |
| ✓ <b>ob, of, op</b>     | against; as <i>obviate, offend, oppose</i>                    | ✓ <b>super</b>  | above, beyond; as <i>superpose, supernatural</i>          |
| ✓ <b>omni</b>           | all; as <i>omniscient, omnipresent</i>                        | <b>syn, sym</b> | with, at the same time; as <i>synonymous, sympathetic</i> |
| <b>ortho</b>            | straight; as <i>orthodox, orthopedic</i>                      | ✓ <b>trans</b>  | across; as <i>transcontinental, transmit</i>              |
| ✓ <b>pan</b>            | all; as <i>pantheism, Pan-American</i>                        | <b>ultra</b>    | beyond; as <i>ultraliberal, ultramodern</i>               |
| ✓ <b>peri</b>           | around; as <i>perimeter, periscope</i>                        | ✓ <b>un</b>     | not; as <i>unaware, uniformed</i>                         |
| ✓ <b>poly</b>           | many; as <i>polygon, polygamy</i>                             | ✓ <b>uni</b>    | one; as <i>unanimous, uniform</i>                         |
| ✓ <b>post</b>           | after; as <i>postpone, postmortem</i>                         | <b>vice</b>     | instead of; as <i>vice-chancellor, viceroy</i>            |

## SUFFIXES

A SUFFIX IS PART OF A WORD THAT MAY FOLLOW THE BASIC ELEMENT (ROOT OF A WORD).

The roots checked are especially important

| <u>SUFFIX</u>        | <u>MEANING AND EXAMPLE</u>                                  | <u>SUFFIX</u>     | <u>MEANING AND EXAMPLE</u>                                       |
|----------------------|-------------------------------------------------------------|-------------------|------------------------------------------------------------------|
| ✓ <b>able</b>        | able; as <i>pliable, returnable</i>                         | ✓ <b>il, ile</b>  | capable of being; as <i>evil, servile</i>                        |
| <b>acious, cious</b> | having the quality of; as <i>capacious, meretricious</i>    | ✓ <b>ion</b>      | act of; as <i>desperation, perspiration</i>                      |
| <b>age</b>           | act, condition; as <i>courage, foliage</i>                  | ✓ <b>ious</b>     | characterized by; as <i>spacious, illustrious</i>                |
| <b>al</b>            | belonging to; as <i>legal, regal</i>                        | ✓ <b>ish</b>      | like; as <i>boyish, foolish</i>                                  |
| ✓ <b>ance, ence</b>  | state of; as <i>abundance, indulgence</i>                   | <b>ism</b>        | belief in or practice of; as <i>idealism, capitalism</i>         |
| ✓ <b>ate</b>         | one who; as <i>candidate, advocate</i>                      | <b>ist</b>        | one who practices or is devoted to; as <i>anarchist, harpist</i> |
| <b>ary, eer, er</b>  | one who, concerning; as <i>secretary, engineer, mariner</i> | ✓ <b>ive</b>      | relating to; as <i>abusive, plaintive</i>                        |
| ✓ <b>cy</b>          | state, position of; as <i>adequacy, presidency</i>          | <b>mony</b>       | state of; as <i>harmony, matrimony</i>                           |
| <b>dom</b>           | state of; as <i>freedom, serfdom</i>                        | ✓ <b>ness</b>     | quality of; as <i>willingness, shrewdness</i>                    |
| ✓ <b>ence</b>        | state of; as <i>presence, credence</i>                      | <b>or, er</b>     | one who, as <i>monitor, employer</i>                             |
| <b>er, or</b>        | one who; as <i>player, actor</i>                            | <b>ory</b>        | a place for; as <i>factory, depository</i>                       |
| ✓ <b>escent</b>      | becoming; as <i>adolescent, putrescent</i>                  | ✓ <b>ous, ose</b> | full of; as <i>ponderous, verbose</i>                            |
| ✓ <b>fy</b>          | make; as <i>beautiful, sanctify</i>                         | <b>ship</b>       | state of, skill; as <i>friendship, gamesmanship</i>              |
| <b>hood</b>          | state of; as <i>knighthood, childhood</i>                   | ✓ <b>some</b>     | characteristic of; as <i>loathsome, fearsome</i>                 |
| <b>ic, id</b>        | of, like; as <i>bucolic, acrid</i>                          | <b>tude</b>       | state of; as <i>lassitude, rectitude</i>                         |
|                      |                                                             | <b>ward</b>       | in the direction of; as <i>windward, backward</i>                |
|                      |                                                             | ✓ <b>y</b>        | full of; as <i>unruly, showy</i>                                 |

## THE 291 MOST IMPORTANT SAT WORDS AND THEIR OPPOSITES

Following is a list of popular SAT words and their opposites. Note: These words fit into specific categories, and it may be a little easier memorizing the meaning of these important words knowing what category they fit into.

| <b>POSITIVE</b> | <b>NEGATIVE</b> | <b>POSITIVE</b>        | <b>NEGATIVE</b>         |
|-----------------|-----------------|------------------------|-------------------------|
| TO PRAISE       | TO BELITTLE     | TO CALM OR MAKE BETTER | TO MAKE WORSE OR RUFFLE |
| acclaim         | admonish        | abate                  | alienate                |
| applaud         | assail          | accede                 | antagonize              |
| commend         | berate          | accommodate            | contradict              |
| eulogize        | calumniate      | allay                  | dispute                 |
| exalt           | castigate       | ameliorate             | fend off                |
| extol           | censure         | appease                | embitter                |
| flatter         | chastise        | assuage                | estrangle               |
| hail            | chide           | comply                 | incense                 |
| laud            | decry           | concede                | infuriate               |
| panegyryze      | denigrate       | conciliate             | nettle                  |
| resound         | denounce        | gratify                | oppugn                  |
| tout            | disparage       | mitigate               | oppose                  |
|                 | excoriate       | mollify                | rebuff                  |
|                 | execrate        | pacify                 | repel                   |
|                 | flay            | palliate               | repulse                 |
|                 | lambaste        | placate                | snub                    |
|                 | malign          | propitiate             |                         |
|                 | reprimand       | quell                  |                         |
|                 | reproach        | satiate                |                         |
|                 | scold           |                        |                         |
|                 | upbraid         |                        |                         |
|                 | vilify          |                        |                         |

**VOCABULARY BUILDING THAT IS GUARANTEED TO RAISE YOUR SAT SCORE**  
- Continued -

| <b>POSITIVE</b>                                                                                                                                                             | <b>NEGATIVE</b>                                                                                                                                                                                     | <b>POSITIVE</b>                                                                                                                                                                    | <b>NEGATIVE</b>                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLEASANT                                                                                                                                                                    | UNPLEASANT                                                                                                                                                                                          | YIELDING                                                                                                                                                                           | NOT YIELDING                                                                                                                                                        |
| affable<br>amiable<br>agreeable<br>captivating<br>congenial<br>cordial<br>courteous<br>decorous<br>engaging<br>gracious<br>obliging<br>sportive<br>unblemished<br>undefiled | callous<br>cantankerous<br>captious<br>churlish<br>contentious<br>gruff<br>irascible<br>ireful<br>obstinate<br>ornery<br>peevish<br>perverse<br>petulant<br>querulous<br>testy<br>vexing<br>wayward | accommodating<br>amenable<br>compliant<br>deferential<br>docile<br>flexible<br>inclined<br>hospitable<br>malleable<br>pliant<br>obliging<br>submissive<br>subservient<br>tractable | adamant<br>determinate<br>immutable<br>indomitable<br>inflexible<br>intractable<br>intransigent<br>recalcitrant<br>relentless<br>resolute<br>steadfast<br>tenacious |
| GENEROUS                                                                                                                                                                    | CHEAP                                                                                                                                                                                               | COURAGEOUS                                                                                                                                                                         | TIMID                                                                                                                                                               |
| altruistic<br>beneficent<br>benevolent<br>charitable<br>effusive<br>hospitable<br>humanitarian<br>magnanimous<br>munificent<br>philanthropic                                | frugal<br>miserly<br>niggardly<br>paltry<br>parsimonious<br>penurious<br>provident<br>skinflinty<br>spartan<br>tight-fisted<br>thrifty                                                              | audacious<br>dauntless<br>gallant<br>intrepid<br>stalwart<br>undaunted<br>valiant<br>valorous                                                                                      | diffident<br>indisposed<br>laconic<br>reserved<br>reticent<br>subdued<br>timorous                                                                                   |

**VOCABULARY BUILDING THAT IS GUARANTEED TO RAISE YOUR SAT SCORE**  
- Continued -

| ABUNDANT OR RICH | SCARCE OR<br>POOR | LIVELY         | BLEAK          |
|------------------|-------------------|----------------|----------------|
| affluent         | dearth            | brisk          | dejected       |
| bounteous        | deficit           | dynamic        | forlorn        |
| copious          | destitute         | ebullient      | lackluster     |
| luxuriant        | exiguous          | exhilaration   | lugubrious     |
| multifarious     | impecunious       | exuberant      | melancholy     |
| multitudinous    | impoverished      | inspiring      | muted          |
| myriad           | indigent          | provocative    | prostrate      |
| opulent          | insolvent         | scintillating  | somber         |
| pecunious        | meager            | stimulating    | tenebrous      |
| plenteous        | paltry            | titillating    |                |
| plentiful        | paucity           |                |                |
| plethoric        | penurious         |                |                |
| profuse          | scanty            |                |                |
| prosperous       | scarcity          |                |                |
| superabundant    | sparse            |                |                |
| teeming          |                   |                |                |
| wealthy          |                   |                |                |
| <b>CAREFUL</b>   | <b>CARELESS</b>   | <b>HAUGHTY</b> | <b>HUMBLE</b>  |
| chary            | culpable          | affected       | demure         |
| circumspect      | felonious         | arrogant       | diffident      |
| conscientious    | indifferent       | aristocratic   | indisposed     |
| discreet         | insouciant        | audacious      | introverted    |
| exacting         | lackadaisical     | authoritarian  | laconic        |
| fastidious       | lax               | autocratic     | plebian        |
| gingerly         | negligent         | condescending  | reluctant      |
| heedful          | perfunctory       | disdainful     | restrained     |
| judicious        | rash              | egotistical    | reticent       |
| meticulous       | remiss            | flippant       | subdued        |
| provident        | reprehensible     | flagrant       | subservient    |
| prudent          | temerarious       | imperious      | taciturn       |
| punctilious      |                   | impertinent    | timid          |
| scrupulous       |                   | impudent       | timorous       |
| scrutiny         |                   | insolent       | unassuming     |
| wary             |                   | ostentatious   | unpretentious  |
|                  |                   | pompous        | unostentatious |
|                  |                   | proud          |                |
|                  |                   | supercilious   |                |
|                  |                   | vainglorious   |                |

**Note:** In many cases you can put a prefix "im" or "un" in front of the word and change its meaning to an opposite.

Example: Pecunious. Opposite: Impecunious.  
Ostentatious. Opposite: Unostentatious.

# **WRITING TEST: MULTIPLE CHOICE**

## INTRODUCTION TO WRITING

After completing this section, you will be able to:

1. identify the three types of questions on the SAT writing test.
2. apply your grammar skills to *Identifying Sentence Errors*.
3. apply appropriate strategies for *Improving Sentences*.
4. adjust your test-taking strategies for *Improving Paragraphs*.
5. identify four characteristics of effective writing.
6. identify your personal starting score range on the SAT writing test.

The three types of multiple-choice questions in the Writing Section of the SAT measure your ability to express ideas effectively in standard written English, to recognize faults in usage and structure, and to use language with sensitivity to meaning. Test questions do not ask you to define or use grammatical terms and do not test spelling or capitalization.

- Save valuable time by leaning the directions beforehand.
- Try answering the sample questions in this section before looking at the correct choice.
- Study the explanations for each example in the Guided Practice section. Make sure that you understand what the question is asking.
- If you cannot find the correct answer, eliminate the choice or choices that you know are wrong and guess from the remaining answers.

## INTRODUCTION TO THE SAT WRITING TEST

This new section of the test will be quite different from anything you have seen before. Almost every student is familiar with reading comprehension tests. Analogies and sentence completions might be strange to you, but it's not too hard to get the hang of attacking these questions. The writing test, on the other hand, will take some getting used to. It shows up on the SATII and on the PSAT, but it's not on the SATI. The test presents an interesting challenge for students with a knack for language. Unfortunately, if you're not prepared, the format can be quite confusing.

The writing test includes questions found in the following sections:

*Identifying Sentence Errors, Improving Sentences, and Improving Paragraphs.*

## STRATEGIES FOR IDENTIFYING SENTENCE ERRORS

This section of the test, *Identifying Sentence Errors*, will test your knowledge of grammar, usage, and structure. You'll read 19 sentences, looking for an error in each sentence. About one in five sentences contains no error (always choice (E)). The other four out of five sentences have something wrong with them. Your mission is to identify the part of each sentence that contains an error. You don't need to correct the mistake, you need only to find it.

To do well on this test, you need to keep track of things such as subject-verb agreement, pronoun/noun-antecedent agreement, and verb tense. This lesson includes a number of tips to help you keep track when you're attacking these sentences.

### **TIP 1** Carefully read the entire sentence.

Quickly, but *carefully*, read the whole sentence. By reading the entire sentence before thinking about the underlines, you should be able to see it as a unit with connecting parts that must be compatible. In other words, everything should fit together. This is another way of looking at the tracking issue. In order to keep track of everything, you need to start by reading the entire sentence.

**TIP 2 Say the sentence out loud (to yourself).**

Don't mindlessly read the sentence – verbalize it! Imagine that you are listening to it being read by an English teacher. Or imagine that you're reading it to your class. If you can hear the difference between proper and improper English, you don't need to know a lot of rules. If it sounds wrong, it probably is.

Don't assume that something has to be wrong with every sentence. About one in five sentences will be correct as written. Out of 19 sentences, you should find about 4 that contain no error. If a sentence sound OK, it probably is. Mark answer (E) and move on.

**TIP 3 Don't dilly-dally**

A big part of taking control of the test is to keep your pace in mind. The sections in which you will be asked to improve sentences and paragraphs (editing) will probably take more time for each question, so keep moving on these sentences. You will probably want to spend about 30 seconds on each item.

**TIP 4 Keep in mind *that/which* is not human**

You'll be presented a couple of sentences where you need to choose *that*, *which*, *who*, or *whom*. For this tricky usage issue, remember these easy rules:

- Use *that* to introduce clauses with no comments (restrictive clauses.)
- Use *which* to introduce clauses with commas (nonrestrictive clauses).
- Use *who* or *whom* when introducing relative clauses referring to humans.

*For example:*

Political cartoons *that* make fun of lawmakers can be useful tools in democratic society.

Political cartoons, *which* make fun of lawmakers, can be useful tools in a democratic society.

Political cartoonists *who* draw cartoons can be useful tools in a democratic society.

**TIP 5** When is it better and when is it *best*?

Some sentences may make you choose between better or *best*. Remember this easy guideline: *Between two choices pick the better, among three or more choices pick the best.* To pick the best choice, simply track the number of things being compared.

*For example:*

Director Milos Forman received Academy Awards for *One Flew Over the Cuckoo's Nest* and *Amadeus*; it is difficult to say which is the *better* of the two films.

**TIP 6** ARE YOU TRACKING *AMONG* CHOICES OR *BETWEEN* CHOICES

Look for sentences that force you to choose between *among* and *between*. If your eighth-grade English teacher taught you to remember “between two and among three,” then she gave you a simple rule for a complex grammatical issue. Although many textbooks agree with the simple rule, the most authoritative source for correct English, *The Oxford English Dictionary*, states:

“In all senses *between* has been, from its earliest appearance, extended to more than two ... It is still the only word available to express the relation of a thing to many surrounding things severally and individually.” (*The Rhinehart Guide to Grammar*, page 380)

*For example:*

Sparta, the fiercest of the ancient Greek city-states, imposed rigorous military training upon every male between the ages of seven and sixty.

The treaty between France, Italy and Russia was ill-fated from its conception due to outside pressures from the Germans.

So when can you use *between*? Pretty much whenever it sounds OK. The people who write the SAT would have a hard time refusing an answer that is supported by *The Oxford English Dictionary*.

But what about *among*? The use of this word is much more restricted. For this reason, therefore, it is more likely to be tested. *Among* is best used when it suggests a relationship of someone or something to a surrounding group. It is NOT a good word to use when comparing only two things.

*For example:*

In an effort to learn about South American gold mining practices, the anthropologist lived among the miners for five years.

**TIP 7 SENTENCES RUN PARALLEL, JUST LIKE RAILROAD TRACKS**

Many sentences on the PSAT will contain lists or sequences, including noun and verb clauses and phrases. Whenever a list is included in a sentence, each thing on the lists must have the same (parallel) grammatical construction. If you master parallelism, you can turn hard questions into easy ones. If a sentence presents a sequence of any kind, everything listed must have parallel structure.

It is especially important to track parallelism when listing prepositional phrases. A sequence of phrases must have the same basic grammatical structure. Conjunctions of all kinds are red flags signaling the need to track parallel structure.

**and but for either, or not, only but, also**

*For example:*

**Parallel Prepositional Phrase:** Aretha Franklin's longevity as a successful performing artist has depended *on the superb quality of her singing voice and on her ability to adapt the trends of popular music* to her own creative style.

**Parallel Verb Phrase:** In order to prepare for the symposium, Sandy organized the lecture, picked up the posters, and rearranged the room.

**Parallelism with Correlative Conjunction:** Signed into law in 1972, Title IX not only expanded women's opportunities in sports, but it also made academic gains for women possible.

**TIP 8 TAKE A BREAK AT COORDINATING CONJUNCTION JUNCTION**

Coordinating conjunctions connect two parts of a sentence. They can also play a very important role in relating the logic of a sentence. Pay close attention to reversal and supporting words such as *and* and *but* that connect two parts of a sentence. Remember, *and* is a supporting word that indicates no change in the tone of the sentence. *But* is a reversal word and, therefore, will indicate a change in the tone of a sentence.

*For example:*

**Reversal:** The price of petroleum products remains affordable, but the price does not reflect the long term cost of depleting a non-renewable resource.

**Supportive:** The price of petroleum products does not reflect the long term cost of depleting a non-renewable resource, and that should be

one of the most important factors considered when evaluating the cost of a natural resource.

### TIP 9 FOLLOW THOSE HARD-TO-TRACK PRONOUNS

Whenever you see a pronoun, be sure to track its antecedent. The antecedent is the noun or subject to which the pronoun refers. For example, in the sentence “Joe went to the store because he needed some milk,” the pronoun is *he* and the antecedent is *Joe*. When the antecedent appears in an earlier sentence, sometimes it’s difficult to keep track of the noun or subject to which the pronoun refers. This is another case where

verbalizing each sentence will help you. Many times you will hear whether or not a pronoun matches its antecedent in number and case (singular or plural).

*For example:*

**Incorrect pronoun-antecedent disagreement:** Marketing studies show that when people see an attractive person using a product, you identify with the person and may consequently purchase the advertised item.

**Correct pronoun-antecedent agreement:** Marketing studies show that when people see an attractive person using a product, they identify with the person and may consequently purchase the advertised item.

The first sentence begins with *people* as the subject, then shifts incorrectly to *you* to indicate the same entity. It is incorrect to rename the same noun within a sentence. The pronoun used in the sentence should be the same throughout, and every pronoun must have a clearly stated referent, or antecedent.

### TIP 10 THE SENTENCE ERROR GRAMMAR REVIEW

The *Identifying Sentence Errors* section will test a variety of skills, including some fairly picky grammatical concepts. Since you probably haven’t seen some of these rules in print since the eighth grade, use the following Grammar Review section to refresh your memory.

## Grammar Review

**Periods** A period ends a complete sentence. A complete sentence contains both a *subject* (who or what is doing the action) and a *predicate* (the action). If one of these is missing, you have a *sentence fragment*.

**The moldy sandwich, a fuzzy-green and smelly entity.**

There is no predicate. What is the moldy sandwich *doing*?

**Lives in the fridge and continues to grow.**

There is no subject. We don't know *what* "lives and continues to grow."

**The moldy sandwich, a fuzzy-green and smelly entity, lives in the fridge and continues to grow.**

The sentence has both subject and predicate. We know what's doing the action ("the moldy sandwich") and we know what the action is ("lives ...and continues to grow").

**Commas** A comma is simply a signal to the reader to pause. There are many rules for the use of commas, but most situations are covered by the "Fab Four" comma rules below.

1. **Commas after items in a series** - If you list three or more items in a row, you need a comma after each item in the series except the last one.

**John, Paul, George, and Ringo first recorded together in 1962.**

2. **Commas after an introductory phrase** - An introductory phrase is a short phrase at the beginning of a sentence that introduces the main idea of the sentence. An introductory phrase is followed by a comma.

**By the end of 1964, the Beatles had several number one records in England.**

**Though it may not have seemed overly important at the time, the "British Invasion" marked the beginning of a new era in rock-n-roll history.**

### 3. Commas to set off material that's not essential to the meaning of the sentence.

- Parenthetical expressions - A parenthetical expression is a phrase that modifies the entire sentence. These are common parenthetical expressions: "as a matter of fact," "believe me," "I am sure," "to tell the truth," and "it seems to me." Parenthetical expressions need to be set off by commas

**The Beatles' most experimental album, in my opinion, in *Sgt. Pepper's Lonely Hearts Club Band*.**

A parenthetical expression is not necessary to the meaning of the sentence; it's almost like an aside. As a matter of fact, you could remove it altogether and the sentence would still be acceptable.

**The Beatles' most experimental album is *Sgt. Pepper's Lonely Hearts Club Band*.**

- Appositives - An appositive is a group of words that describe a noun or a pronoun. Appositives can appear at the beginning, middle, or end of a sentence. An appositive is set off by commas.

**Paul McCartney, perhaps the most musically proficient of the Fab Four, played bass guitar.**

An appositive is also not essential to the meaning of the sentence. What would happen if we just took it out? The sentence would still be acceptable.

**Paul McCartney played bass guitar.**

*Examples of comma misuse:*

**The Beatle, who played the drums, was the last to join the group.**

The words "who played the drums" are necessary for the reader to know which Beatle is being discussed; DO NOT set off with commas.

**The album, recorded just before the band's breakup, was *Abbey Road*.**

The words "recorded just before the band's breakup" is

necessary for the reader to know which album is being talked about; DO NOT set off with commas.

**4. Commas to separate independent clauses** - An independent clause is a string of words that can stand alone as a sentence; it contains both a subject and a predicate. When two independent clauses are joined by a comma and a *conjunction* (and, but, or, nor, for), you have a *compound sentence*.

**John, Paul and George all played guitar, Ringo played the drums.**

This sentence needs a conjunction.

**John, Paul, and George all played guitar but Ringo played the drums.**

This sentence needs a comma.

**John, Paul, and George all played guitar, but Ringo played the drums.**

This sentence has both a comma and a conjunction and is correct.

**Semicolons** Semicolons are also used to link independent clauses, only *without* the use of a conjunction. A semicolon acts much like a period; everything on both sides of the semicolon must be able to stand alone as a sentence. A semicolon links two ideas more closely than a period does.

**Shaquille is a powerful player; his size and strength make him a formidable obstacle on the court.**

Everything on both sides of the semicolon can stand alone as a sentence.

A semicolon also separates items in a list, much like a comma does. Use semicolons to make a list less confusing when there are already commas separating things within the list.

**Please find the following items for the party: a stereo with both a cassette and a CD player; a birthday cake, but not the kind with icky-sweet icing; a location that has a kitchen, folding tables and chairs, and air conditioning; and plenty of invitations.**

A semicolon is never interchangeable with a colon or a dash.

**Colons** A colon causes a break in a sentence and calls the reader's attention to what follows. Use a colon in the following ways:

1. To explain or add emphasis to the first clause in a sentence.

**David Letterman did something no other late-night talk host had done: he hired his own mom as a correspondent.** show

2. To introduce a list following an independent clause:

**I have three simple wishes for my birthday: a year's supply of CDs, a summer vacation in Europe, and a guest appearance on *Friends*.**

3. To introduce a quotation that relates strongly to the clause before it:

**In the midst of her most pressing problems, she comforted herself with a saying she heard since childhood: "This is a job for Kool-Aid!"**

**Dashes** Dashes are used to set off information that is not necessary to the meaning of the sentence, somewhat like commas do.

**The Woodstock II concert - a pale imitation of the original - was an overpriced fiasco.**

**Today I went to Jeans World - the one in the mall next to the music store - to shop for a new pair of jeans and a belt.**

Dashes are also used to emphasize sentence elements, somewhat like colons do.

**A new scientific study has indicated a characteristic consistent in highly successful people - a love for chocolate.**

**Apostrophes** An apostrophe indicates possession. The apostrophe comes before the s when the noun is singular and after the s when the noun is plural.

**Dave's mom    the girls' books**

**Spike's camera    the doctors' opinions**

The possessive can also be stated as follows:

**the mother of Dave**

but never:

**the mother of Dave's**

When a plural noun does not already end in *s*, add an apostrophe  
+*s*.

**the children's toys**

**the mice's cheese**

When indefinite pronouns, the apostrophe always comes before        the  
*s*.

***Everyone's* expectation was that Michael would        eventually  
return to basketball. When that might happen  
was *anyone's* guess.**

***Parentheses***    Parentheses are used to set off information that is not essential to  
the meaning of the sentence.

**Who would have thought that Superman (he calls        himself the  
"man of steel") would wear tights made by        his mom?**

Whether you use commas, dashes, or parentheses to set off  
information that is not essential to the meaning of the sentence is        often an  
editorial choice. The SAT will not ask you to make        arbitrary decisions.

They will, however, ask you to be consistent, at least within the  
same sentence. The sentences below are all acceptable.

**Students often differ from their parents and teachers,        and  
among themselves, on many issues.**

**Students often differ from their parents and teachers -        and  
among themselves - on many issues.**

**Students often differ from their parents and teachers        (and**

among themselves) on many issues.

Inconsistent punctuation in the following sentences makes them unacceptable.

**Students often differ from their parents and teachers --- and among themselves, on many issues.**

**Students often differ from their parents and teachers, and among themselves --- on many issues.**

Don't mismatch them!

**Common Usage** What's wrong with this sentence?

**Mistakes** **Everyone here should have their books.**

It sounds okay to most people, but in formal speech and in writing it is more acceptable to say:

**Everyone here should have *his* book.**

Since many people prefer to avoid the generic pronoun *he* when talking about a male or female, *his* or *her* is commonly used:

**Everyone here should have *his* or *her* book.**

Of course, if you know the gender of the person, you would say so:

**Somebody on the girls' basketball team forgot *her* gym bag.**

Watch for pronouns on the SAT Writing Test. Whenever a pronoun is underlined, quickly check for its antecedent (what it is referring to).

**The possibilities for interacting with art, rather than gazing mutely at *them*, are endless.**

In the sentence above, *them* refers to *art* and should be changed to *it*. Other cases of pronoun-antecedent agreement are more subtle:

**The team pays *their* own travel expenses.**

*Team* is a collective noun, requiring a singular verb (*pays*) and a singular pronoun. Hence, *their* would change to *its*.

The following pronouns require singular verbs and antecedents.

**anybody, anyone, each, either, everybody, everyone, everything, neither, nobody, no one, one, somebody, someone,**

**something**

The following pronouns always take a plural verb and antecedent:

**both, many, several, all**

These pronouns can be plural or singular, depending on how they are used:

**all, any, none, some**

*For example:*

**All of you are fine students.** Plural – “All of you”

**All of my soup is ruined.** Singular – “All of my soup”

It is easy to become confused when choosing between singular and plural forms. That’s why you’re likely to see a few agreement questions on the Writing Test. Here are two other ways that the SAT makes it hard to know whether to use a singular or plural verb:

1. Fake compound subject:

**The list of repairs and hours of labor *is/are* too large.**

This sentence sounds like the list of repairs and the hours of labor are both too large.

The only thing that is too large is the list, which happens to contain repairs and hours of labor. You wouldn’t say that the hours of labor are too large, so you could tell that *list* is the subject. The correct verb would be *is*:

2. Reversed order of subject and verb. What is the subject in this sentence?

**In the middle of the park *stand/stands* two fine statues.**

*Statues* is the subject, so the verb should be *stand*.

**Two fine statues stand in the park.**

Be careful when the normal order of the sentence is reversed.

## Verb Check for the SAT Writing Test

**Regular Verbs** A regular verb is one that forms its past and past participle by adding “-ed” or “-d” to the infinitive form.

| Infinitive | Past   | Past Participle |
|------------|--------|-----------------|
| kick       | kicked | (have) kicked   |

**Irregular Verbs** An irregular verb is one that forms its past and past participle in some way other than a regular verb. Some irregular verbs form the past and past participle forms by changing the vowels, some by changing the consonants, and others by making no change at all. The following is a list of common irregular verbs.

| Infinitive | Past    | Past Participle | Infinitive | Past   | Past Participle |
|------------|---------|-----------------|------------|--------|-----------------|
| begin      | began   | (have) begun    | give       | gave   | (have) given    |
| blow       | blew    | (have) blown    | go         | went   | (have) gone     |
| break      | broke   | (have) broken   | ring       | rang   | (have) rung     |
| bring      | brought | (have) brought  | run        | ran    | (have) run      |
| burst      | burst   | (have) burst    | see        | saw    | (have) seen     |
| choose     | chose   | (have) chosen   | shrink     | shrank | (have) shrunk   |
| come       | came    | (have) come     | speak      | spoke  | (have) spoken   |
| do         | did     | (have) done     | steal      | stole  | (have) stolen   |
| drink      | drank   | (have) drunk    | swim       | swam   | (have) swum     |
| drive      | drove   | (have) driven   | take       | took   | (have) taken    |
| fall       | fell    | (have) fallen   | throw      | threw  | (have) thrown   |
| freeze     | froze   | (have) frozen   | write      | wrote  | (have) written  |

## Strategies for Improving Sentences

This section of the test, *Improving Sentences*, checks your ability to edit a sentence. You will read 14 sentences and decide whether you could improve the underlined portion. About one in five sentences are best with no changes (always choice A). The other four out of five sentences need a correction. Your mission is to identify the best choice for stating the underlined portion of the sentence.

### **TIP 1 CAREFULLY READ THE ENTIRE SENTENCE, NOT JUST THE UNDERLINED PART**

You need to establish a context for the underlined part of the sentence. To do that, you need to read every word. The questions in this section are asking you to look at the sentences as a whole. Although you may change only the underlined part, the parts that are NOT underlined will usually determine the correct answer.

### **TIP 2 TO GET STARTED, COVER THE CHOICES UNTIL YOU GET THE FEEL OF THE SENTENCE**

As you first read each sentence, cover the choices and try to get a feel for what the sentence needs. If you go straight to the choices without thinking, you can get very confused. Say the sentence out loud to yourself and listen to whether it *sounds* right. Listen for anything that seems awkward or too long. Then go the choices.

### **TIP 3 FOCUS YOUR EDIT ON THE UNDERLINED PORTION**

Even though you need to read the entire sentence, your editorial attention must focus on the underlined portion. Remember that the portion without underlining must stay the same. You are not at liberty to change anything except what is underlined. Do not waste time considering how the part of the sentence without underlining might be better written.

### **TIP 4 IF THE SENTENCE SOUNDS CORRECT AS IS, PICK (A)**

About one out of five sentences will be fine just the way it is. Choice (A) exactly repeats the underlined portion. Always pick (A) if the sentence sounds OK as is. Trust yourself. If English is your first language, you are probably better at hearing the correct expression than you think you are.

On the other hand, as soon as you realize that a change is needed, don't bother reading choice (A). Simply ZAP it.

**TIP 5 CONSIDER THE BEST FIX, THEN CHECK THE CHOICES**

When you read the sentence without looking at the choices, you should get some idea of what it will take to fix it. If you have already isolated the problem, finding your preconceived solution among the four remaining choices will be much easier.

If you don't immediately recognize the solution you had in mind, quickly plug in each choice to see which one works best. If nothing works, you may want to reconsider choice (A). Don't take too long on any one sentence. If you don't keep moving, your frustration level will start to build. First think about the sentence, quickly check out the choices, then pick an answer and move on.

**TIP 6 BEFORE YOU COMMIT TO AN ANSWER, PLUG IT IN AND SAY THE SENTENCE AGAIN OUT LOUD TO YOURSELF**

This strategy is worth the extra time. It is a safety step to avoid making stupid mistakes. Before committing to an answer, verbalize the choices in order to hear which one sounds correct. Reading your answer back into the sentence will help you to see if it fits into the context of the whole sentence. Otherwise, you may frequently introduce an error where there was one before, or you may exchange one error for another.

**TIP 7 KEEP AN EYE ON THE PARALLEL BARS**

Everything about parallelism in the first writing section, *Identifying Sentence Errors*, also applies to *Improving Sentences*. Whenever you see a sequence, make sure the format of the wording is the same. Remember, parallel structure applies whenever any part of speech, clause, or phrase is used in a list format.

*For example:*

Set in the American southwest, Tony Hillerman's mystery novels offer the reader details about Navajo and Hopi culture as well as *having suspenseful plots*.

- (A) having suspenseful plots
- (B) the suspenseful plots they offer
- (C) have suspenseful plots
- (D) they offer suspenseful plots
- (E) suspenseful plots

Choice (E) is correct because the structure of the two things the author offers needs to be as parallel as possible. To see what structure is needed, simplify the sentence to its core elements: *The novels offer details and plots*.

**TIP 8 WATCH OUT FOR SENTENCE FRAGMENTS**

Incomplete sentences (fragments) are a frequent occurrence in student writing, so the problem is likely to appear on this part of the test. A fragment is a group of words that does not express a complete thought. A complete sentence requires both a subject and a verb. If either part is missing, the sentence is incomplete and must be corrected. This can happen with a lot of words as easily as with only a few. In other words, you might come across long sentence fragments, not just short ones. Whenever you find a fragment, something must change, so *ZAP* (A) immediately.

*For example:*

Running and jumping in new *sneakers*, and *kicking* at an anthill to see what we could stir up.

- (A) sneakers, and kicking at
- (B) sneakers and kicking at
- (C) sneakers; and kicking at
- (D) sneakers, we would kick at
- (E) sneakers, and kick at

The given sentence is a fragment because it lacks a subject. Choice (D) corrects the problem.

**TIP 9 AVOID WORDINESS – SHORTER IS BETTER**

The test is after clear, concise language. If a sentence is grammatically correct, then leave it alone. Additional information, in order to be relevant, must either add new information or clarify existing information. Do not fall into the trap of picking longer, wordier choices just because you think they sound more intelligent. Make sure the additional wording serves a purpose. In the following example, answer choices (C), (D), (E) offer “wordier” solutions to a sentence that is correct as is.

Cockroaches were the predominant insects 300 million years *ago and are likely to survive* into the next era of geologic time.

- (A) ago and are likely to survive
- (B) ago; and they are more than likely to survive
- (C) ago, and it is still likely they could survive
- (D) ago; still, they would be likely to survive
- (E) ago, they will be likely to survive

In situations where you are guessing between three or four choices, your best bet is to choose the shortest option. Choice (A) is the correct answer.

**TIP 10**    **STUDY PROPER USE OF SEMICOLONS, COMMAS, AND CONJUNCTIONS**

As many as one-third of these questions will be involved with commas, semi-colons, and conjunctions. Each of these three serves a very different purpose, and they are not interchangeable. If this is a weak area for you, get help from a tutor or English teacher.

**Strategies for Improving Paragraphs**

This section of the test, *Improving Paragraphs*, switches focus from a nit-picking grammar edit to taking a look at the bigger picture. You read a passage and answer six questions about how it might be improved. The first two parts of the writing test checked on your ability to catch specific grammar errors. This part of the test is looking at logic, coherence, and organization.

**TIP 1 IMAGINE THE PASSAGE WAS WRITTEN BY A FRIEND**

It's hard for most people to edit a passage that they think was written by an expert. Instead, to get into the right frame of mind, imagine that this passage is the first draft of a friend's paper. Your friend has done poorly in English class and has come to you for help with an assignment. You need to help with the big picture, so ignore grammar issues as you consider this first draft.

**TIP 2 GET THE MAIN GIST, AS IN F-L-O-W**

Read each passage carefully, but don't try to memorize it. You're going after the big picture. As you read, focus on the FLOW.

**F – Feel.** What is the general feel of the passage? Is it an informal passage written to inform? Is it a formal essay written to persuade you to reconsider an important issue?

**L – Logic.** Follow the logic of the passage. Is it well organized as is, or will it need to be reorganized later? Is the author leading you to a logical conclusion?

**O – Overall Picture.**

Read the passage carefully enough to be able to sum it up into one sentence. What's the big idea? Think of yourself as an editor looking at a rough draft for the first time.

**W – Writing style.**

What is the tone? Understanding the tone will help you to understand the writer. Get a feel for what type of language will be appropriate when you begin to correct errors.

**TIP 3 QUICKLY READ THE WHOLE PASSAGE FROM START TO FINISH**

Before making your first comment on your friend's paper, you need to read it from start to finish. Don't bother with editorial notes in the places where you notice small grammar mistakes. Look for The Big Three: logic, coherence, and organization. Ask yourself, "Does this passage make sense?"

**TIP 4 LOOK FOR CLARITY, CONCISENESS, AND DIRECTNESS**

In order to be effective, each paragraph needs to have these three qualities. Like the *Improving Sentences* section, the simplest, most direct way to present information is usually best. It is your job as editor to make sure each paragraph states its information in the most concise manner possible.

**TIP 5 PARAGRAPH BY PARAGRAPH – CONSIDER THE ORGANIZATION**

One of the most important aspects of paragraph development is its organization. This is not an issue of right and wrong so much as an issue of clarity and artistry. Many well-developed paragraphs follow a general format that includes three parts:

**The topic sentence** - This sentence often comes first. It introduces the subject of the paragraph and gives the reader a hint of what will be discussed in the sentences to follow. It is the most general of the sentences listed because its purpose is simply to introduce what is to come.

**The middle** - These sentences will explain and illustrate the topic of the paragraph that was introduced by the topic sentence. These will be detail sentences that offer specific information.

**Concluding Sentence** - In a free-standing paragraph, the concluding sentence will tie things up, usually by drawing some conclusion from what has been said in the paragraph's middle. In a collection of paragraphs, the conclusion often includes a transition into the upcoming paragraph.

#### **TIP 6 REFRAIN FROM WIDE-OPEN EDITING**

If you're good with language, you might have an editorial idea for greatly improving one of the paragraphs. This is a trap for high-scoring students. You're not at liberty to create new ideas or make open-ended improvements. If you want a high score, consider the choices and pick the best choice offered. Don't waste any energy formulating a better idea than those presented in the choices. You might exhibit brilliant insight, but the only way to grab a point is to pick the right choice from those offered.

#### **TIP 7 AN ENTIRE PARAGRAPH PROVIDES THE CONTEXT FOR EACH QUESTION**

Even though a question may refer to only one or two sentences, the answer will depend on the context created by the whole paragraph. You not only need to read the whole paragraph, you need to consider it as an entity when you select an answer.

#### **TIP 8 READ EACH QUESTION CAREFULLY**

When you read the question, cover up the choices with your hand. Look for clues to the answer as you reread the section to which the question refers. Try to formulate an idea of what the correct answer might look like. This strategy will be more difficult here than it was with the *Improving Sentences* questions, but it will save you time by helping you to ZAP out obviously wrong choices.

**TIP 9 DECIDE WHAT THE QUESTION IS ADDRESSING**

Each question on this subtest is going to address a certain issue. First, figure out what editorial problem the question is addressing. Look inside the question for clues. Most questions will refer to one of five areas.

- a particular part of a sentence
- an individual sentence
- a group of sentences
- an entire paragraph
- the passage as a whole

Focus primarily on the area to which the question refers, but keep in mind that the context, or the bigger picture, must be considered for every question.

**TIP 10 FINALLY, LOOK AT THE CHOICES**

After reading the passage and figuring out what the question is really asking, you should have a pretty good idea of what the correct answer is. Remember your time constraints – about one minute per question. If you don't see the correct answer immediately, begin to look for the wrong choices and *ZAP* from there.

**TIP 11 PLUG YOUR CHOICE INTO THE PARAGRAPH AND REREAD IT**

Developing and improving paragraphs is a skill that you can work on and refine. Practice will help you to take this test more quickly and effectively. After just a few practice tests, you should be moving quickly enough to read through the paragraph after plugging in your answer choices.

### FOUR CHARACTERISTICS OF EFFECTIVE WRITING

Some writing skills questions require students to recognize when a sentence has no errors. Other questions focus on common problems associated with the following four characteristics of effective writing.

| <b>Characteristics and Their Associated Problems</b>                                                                                                                                                                                                                       | <b>Illustrations</b>                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Being Consistent</b><br/>           Sequence of tenses</p> <p>Shift of pronoun person<br/>           Parallelism</p> <p>Noun number agreement<br/>           Subject-verb agreement</p>                                                                           | <p>After he broke his arm, he is home for two weeks.</p> <p>If one is tense, they should try to relax.<br/>           She skis, plays tennis, and flying hang gliders.</p> <p>Ann and Sarah want to be a pilot.<br/>           There is eight people of shore.</p>                                                                                                  |
| <p><b>2. Expressing Ideas Logically</b><br/>           Coordination and subordination</p> <p>Logical comparison</p> <p>Modification and word order</p>                                                                                                                     | <p>Nancy has a rash, and she is probably allergic to something.</p> <p>Harry grew more vegetables than his neighbor's garden.</p> <p>Barking loudly, the tree had the dog's leash wrapped around it.</p>                                                                                                                                                            |
| <p><b>3. Being Clear and Precise</b><br/>           Ambiguous and vague pronouns</p> <p>Diction<br/>           Wordiness</p> <p>Missing subject</p> <p>Weak passive verbs</p>                                                                                              | <p>In the newspaper they say that few people voted.</p> <p>He circumvented the globe on his trip.</p> <p>There are many problems in the contemporary world in which we live.</p> <p>If you car is parked here while not eating in the restaurant, it will be towed away.</p> <p>When you bake a cake, the oven should be preheated.</p>                             |
| <p><b>4. Following Conventions</b><br/>           Adjective and adverb confusion</p> <p>Double negative<br/>           Pronoun case<br/>           Idiom<br/>           Comparison of modifiers</p> <p>Sentence fragment<br/>           Comma splice or fused sentence</p> | <p>His friends agree that he drives too reckless.</p> <p>Manuel has scarcely no free time.</p> <p>He sat between you and I at the stadium.</p> <p>Natalie had a different opinion towards her.</p> <p>Of the sixteen executives, Meg makes more money.</p> <p>Fred having to go home early.</p> <p>Shawna enjoys crossword puzzles, she works on one every day.</p> |

## Writing Practice Test

### Administer

Take the practice test on the following pages. Set up a situation that is as close as possible to the actual testing situation. Use an accurate clock or timer. Do not allow interruptions. Attack the test under timed conditions and with no extra assistance.

If you violate any of the normal rules of administration, your estimated score will be less accurate.

### Pacing

Keep in mind that each question is worth only a single raw score point, whether it eats 10 seconds or 2 minutes of your time. Your best bet is to attack with a clear strategy. Focus on the sections from which you can get the most amount of points in the least amount of time: *Identifying Sentence Errors and Improving Sentences*.

# **UNTIMED GUIDED PRACTICE**

## Sample Writing Skills Questions with Explanations

### Identifying Sentence Errors

**Directions:** The following sentences test your knowledge of grammar, usage, word choice, and idiom.

Some sentences are correct.  
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and fill in the corresponding oval on your answer sheet.

**If there is no error, fill in oval E.**

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

#### 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, and in (C), “not only” is part of the combination “not only ... but also.” The preposition in (D), “in,” being 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  
 A  
 basic understanding of mathematics if  
 B  
one expects to solve complex problems  
 C  
correctly. No error  
 D E

**Explanation:**

The answer here is (C). The first part of the sentence addresses “you.” Since 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”. The other choices are all appropriate. Choice (A) introduces the conditional relationship set forth in the rest of the sentence, (B) appropriately uses the preposition “of” with “understanding,” and the adverb “correctly” in (D) modifies the verb “solve.” The correct sentence reads: Even with a calculator, you must have a basic understanding of mathematics if you expect to solve complex problems correctly.

- 3 People who dislike cats sometimes criticize  
 A  
 them for being aloof and independent;  
 B  
 people who are fond of cats often admire  
 C  
them for the same qualities. No error  
 D E

**Explanation:**

All of the underlined choices in this sentence are appropriate. The word “sometimes” in (A) properly modifies the verb “criticize.” In (B), “being” is the verbal form that fits idiomatically with the phrase “criticize ... for.” The preposition “of” in (C) is appropriate to use after “fond.” In (D), the proper plural pronoun, “them,” is used to refer to “cats,” and “for” is the correct preposition to use with verb “admire.” Since all of the underlined parts of this sentence are correct, the best answer is (E), “No error.”

- 4 The decision that has just been agreed with by  
A B  
the committee members should serve as a basis  
  
for their work in the years to come. No error  
C D E

**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.” 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.

## **TIP:** *Tips on Identifying Sentence Errors*

1. Read the entire sentence carefully but quickly.
2. Look at choices (A) to (D) to see whether anything needs to be changed to make the sentence correct.
3. Don't waste time searching for errors. Mark (E), No error, on your answer sheet if you believe the sentence is correct as written.
4. Move quickly through questions about Identifying Sentence Errors. The other kinds of questions (Improving Sentences and Improving Paragraphs) will probably take more time.
5. Mark questions that seem hard for you and return to them later.

**Improving Sentences**

**Directions:** In each of the following sentences, some part or all of the sentence is underlined. Below each sentence you will find five ways of phrasing the underlined part. Select the answer that produces the most effective sentence, one that is clear and exact, without awkwardness or ambiguity, and fill in the corresponding oval on your answer sheet. In choosing answers, follow the requirements of standard written English. Choose the answer that best expresses the meaning of the original sentence.

**Answer (A) is always the same as the underlined part. Choose answer (A) if you think the original sentence needs no revision.**

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

**Explanation:**

In this sentence, "Alice Walker" is clearly the person who has "published" poetry and prose. Choice (A), then, is incorrect because the pronoun "she" is redundant. Simply dropping "she" will correct this problem; therefore, (B) is the answer: Alice Walker, one of America's best-known writers, has published both poetry and prose. 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

**Explanation:**

Here, you must recognize that parts of a series separated by commas should parallel each other. 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. Choice (C), then, is the answer: Consumers are beginning to take notice of electric cars because they are quiet, cause no air pollution, and use no gasoline. Choices (B), (D), and (E) do not follow this parallel structure and so are incorrect.

3 The convenience and availability of water-

color 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

**Explanation:**

This sentence requires you to pay close attention to the plural subject. The original sentence is correct, so the answer is (A). The other choices introduce errors into the sentence. 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, and in (E) the singular noun “reason” does not agree with the plural subject.

## **TIP:** *Tips on Improving Sentences*

1. Read the entire sentence carefully but quickly. Note the underlined portion because that is the portion that may have to be revised.
2. Remember that the portion with no underline stays the same.
3. Mark choice (A) if the underlined portion seems correct. Check the other choices quickly to make sure that (A) is really the best choice.
4. Think of how you would revise the underlined portion if it seems wrong. Look for your revision among the choices given.
5. Replace the underlined portion of the sentence with choices (B) to (E) if you don't find your revision. Concentrate on the choices that seem clear and exact when you read them.

**Improving Paragraphs**

**Directions:** The following passage is an early draft of an essay. Some parts of the passage needs 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 and word choice. Other questions refer to parts of the essay of the entire essay and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

**Questions 1-6** are based on the following essay, which is a response to an assignment to write about an economic issue facing the United States today.

*(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

## TIP:

Keep in mind that the revised sentence must make sense in the context of the passage as a whole.

### 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”). Choice (A), then, is incorrect. 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.” The most logical revision is choice (D), which makes it clear that the workers used signs to urge the shoppers. Choice (E), while grammatically correct, is incorrect because the phrase “These signs” does not refer to anything mentioned previously. The correct sentence reads: The workers carried signs that urged the passing shoppers to buy products that were made in the United States.

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 suggest 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 suggest that the shoppers were wrong
- (E) In the newspaper article was the suggestion that they were wrong

### Explanation

Question 2 asks you to connect two related sentences. Choice (A) is the correct answer. Choice (B) improperly connects two complete sentences with a comma. In (C) and (E), the pronoun “they” is ambiguous and could refer to either “workers” or “shoppers.” Another problem in (C) is the ambiguous “it.” Choice (D) changes the meaning of the original sentences by using the definite article “the “ and the present-tense verb “suggests.” 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.

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

## TIP:

**When combining sentences, make sure that the relationship between the two sentences is clear.**

### Explanation

Your answer to question 3 must take into account the meaning of sentences 6 and 7 in the context of the passage. Choice (A), the original version, is choppy and does not convey the logical relationship between the two ideas. The best version of the sentence is (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. The other choices are all incorrect in context: the word “regardless” in (C), the word “also” in (D), and the word “Apparently” in (E) all improperly alter the meaning of the sentences.

4 Which of the following best replaces the word “They” in sentence 9?

- (A) The consumer
- (B) These lost jobs
- (C) The industries
- (D) Those arguments
- (E) The United States

### 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.” The answer to this question, then, is choice (B). The revised sentence reads: **These lost jobs represent billions of dollars of lost wages and taxes.**

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.

**Explanation:**

**Question 5 asks you to select the best concluding sentence for the essay, and so requires you to consider the argument and development of the entire passage. The correct answer is (D). It relates logically to the main idea of the essay, which is an appeal to consumers to “consider the effects of their choices” (sentence 7). Choice (A) would be out of place at the end of the second paragraph since sentence 5 has already stated that the “demonstrators are right.” Choice (B) contradicts the passage’s main focus on workers. 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) Burying patterns of different groups of consumers
- (E) The impact that the closing of a factory has had on a particular community

**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, 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) supports the writer’s argument because it describes what happens when consumers do not buy domestic goods. Choices (A) through (D), while related to the main idea to varying degrees, do not directly reinforce it. the best answer, then, is (E).**

## **TIP:** Tips on Improving Paragraphs

1. Read the entire essay quickly to determine its overall meaning. The essay is meant to be a draft, so don't be surprised if you notice errors. Don't linger over those errors.
2. Make sure that your answer about a particular sentence or sentences makes sense in the context of the passage as a whole.
3. Choose the best answer from among the choices given, even if you can imagine another correct response.
4. Mark questions that seem hard for you and return to them later.

## Writing Skills

### Practice & Answer Key

#### Identifying Sentence Errors

**Directions:** The following sentences test your knowledge of grammar, usage, word choices, and idioms.

Some sentences are correct.  
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and fill in the corresponding oval on your answer sheet.

**If there is no error, select E.**

- 1** Air pollution caused by industrial fumes has been studied for years, but only recently has the harmful effects of noise pollution become known.  
A B  
C D  
No error  
E
- 2** No matter how cautious snowmobiles are driven, they are capable of damaging the land over which they travel. No error  
A B  
C D  
E
- 3** The starling is such a pest in rural areas that it has become necessary to find ways of controlling the growth of their population. No error  
A B  
C D E
- 4** Maude Adams, after her spectacular triumph as the original Peter Pan, went about heavy veiled and was accessible to only a handful of intimate friends. No error  
A B C  
D E

- 5 All states impose severe penalties on  
drivers who do not stop when  
he or she is involved in accidents.  
C D  
No error  
E
- 6 If one is interested in learning  
A B  
even more about Zora Neale Hurston,  
C  
you should read Robert Hemenway's  
D  
biography. No error  
E
- 7 If he had begun earlier, he might have  
A B  
succeeded in finishing the  
C  
extremely complex project before the  
D  
deadline. No error  
E
- 8 In the early twentieth century, new  
thinking about symbolism and the  
A  
unconscious were greatly inspired by  
B C  
the writings of Sigmund Freud  
D  
and Carl Jung. No error  
E

## Improving Sentences

**Directions:** In each of the following sentences, some part or all of the sentence is underlined. Below each sentence you will find five ways of phrasing the underlined part. Select the answer that produces the most effective sentence, one that is clear and exact, and is without awkwardness or ambiguity, and fill in the corresponding oval on your answer sheet. In choosing answers, follow the requirement of standard written English. Choose the answer that best expresses the meaning of the original sentence.

**Answer (A) is always the same as the underlined part. Choose answer (A) if you think the original sentence needs no revision.**

- 1** 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
- 2** 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
- 3** Underestimating its value, breakfast is a meal many people skip.
- (A) Understanding 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.
- 4** Certain shipwrecks have a particular fascination for those people which have a belief in finding the treasure in them.
- (A) which have a belief in finding the treasure in them  
(B) that belief there is treasure to be found in them  
(C) who believe they hold treasure and that they can find it  
(D) who believe that there is treasure to be found in them  
(E) who believe about treasure to be found in them

- 5** Many of the instruments used in early operations of the United States Army Signal Corps were adaptations of equipment used by the Plains Indians, particularly that of the heliograph.
- (A) Corps were adaptations of equipment used by the Plains Indians, particularly that of the heliograph
- (B) Corps, there were adaptations of equipment used by the Plains Indians, particularly the heliograph
- (C) Corps, and in particular the heliograph, was an adaptation of equipment used by the Plains Indians
- (D) Corps, and in particular the heliograph, were adaptations of equipment used by the Plains Indians
- (E) Corps being adaptations, the heliograph in particular, of those used by Plains Indians
- 6** Marie and Pierre Curie discovered radium but refused to patent the process they used nor otherwise profiting from the commercial exploitation of radium.
- (A) used nor otherwise profiting
- (B) had used nor otherwise did they profit
- (C) have used or otherwise to have profited
- (D) used or otherwise profited
- (E) had used or otherwise to profit

- 7** Many drivers violate traffic laws knowingly and openly, in other respects they are law-abiding citizens, however.
- (A) Many drivers violate traffic laws knowingly and openly, in other respects they are law-abiding citizens, however.
- (B) Many drivers who are otherwise law-abiding citizens violate traffic laws knowingly and openly.
- (C) Many drivers violate traffic laws knowingly and openly and are otherwise law-abiding citizens.
- (D) Although otherwise law-abiding citizens, many drivers, however, violate traffic laws knowingly and openly.
- (E) Many drivers which violate traffic laws knowingly and openly are in other respects law-abiding citizens.
- 8** The revolt against Victorianism was perhaps even more marked in poetry than either fiction or drama.
- (A) either fiction or drama
- (B) either fiction or in drama
- (C) either in fiction or drama
- (D) in either fiction or drama
- (E) in either fiction or in drama

**Improving Paragraphs**

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure and word choice. Other questions refer to parts of the essay or the entire essay and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

**Questions 1-6 refer to 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) *Saddie 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.*

- 1** What is the best way to deal with sentence 3?
- (A) Leave it as it is.
  - (B) Connect it to sentence 2 with the word “but”.
  - (C) Place it before sentence 2.
  - (D) Change “this one” to “this autobiography.”
  - (E) Omit it.
- 2** In context, which is the best version of “*He tells them*” in sentence 7?
- (A) (As it is now)
  - (B) Their father tells them,
  - (C) This is because he tells them,
  - (D) He had told them
  - (E) His suggestion was:
- 3** Which phrase, if inserted at the beginning of sentence 10 (reproduced below), best fits the context?  
*The second Black woman dentist in New York.*
- (A) Thus she was only
  - (B) However, she was
  - (C) Later, Bessie became
  - (D) In fact, she became
  - (E) And actually
- 4** Which of the following sentences is best to insert between sentences 12 and 13?
- (A) The two sisters also knew many famous figures personally.
  - (B) Sadie usually did not march, but protested by other means.
  - (C) Many young people seem to think this did not begin until the 1960s.
  - (D) The last hundred years have seen many changes in civil rights laws.
  - (E) 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.

# TIMED PRACTICE

**TIME – 30 MINUTES** FOR EACH QUESTION IN THIS SECTION, CIRCLE THE BEST ANSWER  
**39 QUESTIONS** FROM AMONG THE CHOICES GIVEN.

**Directions:** The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.  
 No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and circle the letter under that part.

EXAMPLE:

The other delegates and him immediately  
 A (B) C  
 accepted the resolution drafted by the  
 D  
 neutral states. No error.  
 E

1 Sparta, the much fiercer of the ancient Greek  
 A  
 city-states, imposed rigorous military  
 not  
 training upon every male between the ages  
 B C D  
 of seven and sixty. No error  
 E E

2 Although dogs demand considerable care,  
 A A  
it invariably rewards the caregiver with  
 B C D  
 boundless loyalty and affection. No error  
 E C

3 The researchers, having discovered the gene  
 A E  
 for baldness in humans, speculated with the  
 B  
 possible implications of their findings.  
 C D  
No error A B C  
 E

4 After eight rounds of boxing, the besieged  
 veteran conceded that it was his age and  
 A B  
in his experience that would determine the  
 C D  
 bout's outcome. No error

5 Tecumseh was a Shawnee leader that  
 B  
 encouraged Native Americans to eschew  
 white customs, advocating an economy  
 D  
 agriculture. No error

6 Television stations are now equipped with  
 computers that monitor barely perceptible  
 nuances in meteorological phenomenon.  
 D  
No error  
 E

- 7 Laura Esquivel's novel *Like Water for Chocolate* includes recipes for dishes that determines the twists and turns of its plot.  
 A B C D  
No error  
 E
- 8 After 155 years of being a British dependency, Hong Kong returned to Chinese rule in 1997, as stipulated by an agreement signed by the two countries in 1984. No error  
 A B C D  
 E
- 9 Among the many uses of holograms are the condensation of digital data bases when information is recorded at different angles relative to the holographic plate. No error  
 A B C D E  
 D E
- 10 Turn-of-the-century Swedish author Selma Lagerlof wrote romantic fiction, whereby other European novelists of the time tended to focus on the gritty realities of life. No error  
 A B C D  
 E
- 11 Aretha Franklin's longevity as a successful performing arts has depended on the superb quality of her singing voice and on her ability to adapt the trends of popular music to her own creative expression. No error  
 A B C D  
 E
- 12 Political theorist Benjamin Barber agrees that paying taxes and obeying the law are not the same thing to taking responsibility for one's self as a member of society. No error  
 A B C D  
 E
- 13 While some claim that information-age technology is a democratizing force, neither the equipment nor the dial-up Internet access are readily available to low-income and rural citizens. No error  
 A B C D  
 E
- 14 The Viceroy butterfly's black and orange markings mimic the Monarch butterflies and repel birds and other predators that know of the Monarch as toxic. No error  
 A B C  
 E
- 15 A casual inventory of services available to individuals willing to pay for them suggests an increasing specialization in today's work force. No error  
 A B C D  
 E
- 16 Eating healthy is the only way for animals to obtain the "essential" eight of the twenty amino acids comprising the proteins that make up our cells. No error  
 A B C D E

17 Hardly none of our representatives attend  
A  
those sessions in which the least contro-  
B C D  
versial legislation is proposed. No error  
E

18 Marketing studies show that when people  
A  
see an attractive person using a product,  
  
you identify with the person and may  
B C  
consequently purchase the item. No error  
D E

19 At the 1972 Olympic games, American  
A  
swimmer Mark Spitz not only won gold  
B  
medals in 4 individual and 3 relay races, but  
  
he also set world records in each of them.  
C D  
No error  
E

**Directions:** The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of phrasing the underlined part. Choice A repeats the original; the other four are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others. Your choice should produce 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

20 Available to residents free of charge in racks at several central locations, the city has an alternative newspaper publishing in-depth articles, concert reviews, and weekly listing of events.

- (A) the city has an alternative newspaper publishing
- (B) the city publishes an alternative newspaper with
- (C) the city's newspaper is an alternative, publishing
- (D) the city's alternative newspaper is published with
- (E) the city's alternative newspaper publishes

21 The students insisted that they learn more words reading well-written books learning by memorizing vocabulary lists.

- (A) learning by memorizing
- (B) they learn memorizing
- (C) if they learn by memorizing
- (D) they learn when memorizing
- (E) are learned by memorizing

- 22 Social scientists continue to debate whether types of behavior such as risk-taking is an inherited trait, or if it is learned.
- (A) is an inherited trait, or if it is learned
  - (B) is an inherited or learned trait
  - (C) is inherited or a learned trait
  - (D) are inherited traits, or it is learned
  - (E) are inherited or learned traits
- 23 Hundreds of different books about gardening, each having their own particular angle, are released every year by the major publishing houses.
- (A) each having their own
  - (B) they each have their own
  - (C) which all have their own
  - (D) each with its own
  - (E) with each of them having its own
- 24 It was less than a year after the first manned Soviet spacecraft orbited the earth, that John Glenn made three orbits of the earth, being an American astronaut.
- (A) It was less than a year after the first manned Soviet spacecraft orbited the earth, that John Glenn made three orbits of the earth, being an American astronaut.
  - (B) Less than one year after the first manned Soviet spacecraft orbited the earth, American astronaut John Glenn made three orbits of the earth.
  - (C) First the manned Soviet spacecraft orbited the earth, then less than one year later American astronaut John Glenn made three orbits of the earth.
  - (D) Less than one year after the first manned Soviet spacecraft having orbited the earth, American astronaut John Glenn made three orbits of the earth.
  - (E) John Glenn, being an American astronaut, made three orbits of the earth less than one year after the first manned Soviet spacecraft's having orbited the earth.
- 25 The causes of the Seminole Wars include Seminoles' occupation of coveted land and that they were giving refuge to runaway slaves
- (A) and that they were giving refuge
  - (B) and also they gave refuge
  - (C) and the given refuge
  - (D) and their giving refuge
  - (E) in addition to giving refuge
- 26 In order to limit the grain surpluses of the early 80s, the government offered farmers per-acre stipends for idled fields, thereby aiding efforts to reduce soil erosion, as well.
- (A) thereby aiding
  - (B) and so it had aided
  - (C) this aided
  - (D) whereby they have aided
  - (E) they having aided
- 27 When Mrs. Sebring teaches a novel or a play, its central themes are illuminated, but they are not belabored.
- (A) its central themes are illuminated, but they are not belabored
  - (B) their central themes are illuminated without being belabored
  - (C) their central themes are illuminated, but she does not belabor them
  - (D) she illuminates, but does not belabor, its central themes
  - (E) she illuminates, but does not belabor,
- 28 While celebrities of the 70s and 80s championed liberal causes, today's celebrities use their influence to promote expensive brand-name products.
- (A) to promote expensive brand-name products
  - (B) in the promotion of brand-name products that are expensive
  - (C) by promoting expensive, brand-name products
  - (D) through the promotion of expensive, brand-name products
  - (E) promoting brand-name products they are expensive

- 29 The Renaissance Period in Europe witnessed a burst of discoveries and inventions, and in return these achievements stimulated visual and literary arts such as painting and poetry.
- (A) and in return these
  - (B) therefore
  - (C) in which
  - (D) these
  - (E) and these
- 30 The Supreme Court appointee was rejected not so much for his record of inappropriate behavior, but for his being lacking in the usual qualifications for the post.
- (A) but for his being lacking in
  - (B) but for his lacking of
  - (C) as for his lacking of
  - (D) as for his lack of
  - (E) the reason being his lack of
- 31 Juliana's research proved more intriguing than she had imagined; when she found a love letter in her boyfriend's handwriting tucked inside a library book.
- (A) imagined; when she found
  - (B) imagined, finding
  - (C) imagined: she found
  - (D) imagined, among which she found
  - (E) imagined and thus found
- 32 Known to reach 23 feet in length and there are rumors of their reaching up to 30 feet, Indo-Pacific crocodiles are possibly the largest living reptiles in the world.
- (A) and there are rumors of their reaching
  - (B) and rumored to reach
  - (C) they are rumored to reach
  - (D) with rumors about their having reached
  - (E) having reached, according to rumor,
- 33 The horns commonly shown on Viking helmets are a modern invention, however excavations of Viking settlements have brought to light many helmets, but none with horns.
- (A) invention, however excavations of Viking settlements have brought to light many helmets, but none with horns.
  - (B) invention; excavations of Viking settlements have brought to light many helmets, but none with horns, however.
  - (C) invention; excavations of Viking settlements have brought to light many helmets, but none with horns.
  - (D) invention, because, excavations of Viking settlements have brought to light many helmets, but none with horns.
  - (E) invention, therefore excavations of Viking settlements have brought to light many helmets, but none with horns.

**Directions:** The following passage is an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure and word choice. Other questions refer to parts of the essay or the entire essay and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English.

**Questions 34-39** are based on the following essay.

(1) My favorite television shows are nature documentaries. (2) I wish I were one of those people who study animals and photograph them in their habitats. (3) They have an important job. (4) Without them we would never know about exotic animals. (5) Some of the animals they have documented include the arctic fox, African elephant, and wooly kangaroo.

(6) I many never see these animals in the wild. (7) I feel good just knowing they are out there. (8) The nature shows bring you so close to the animals. (9) Viewers can relate to the animals. (10) They scratch when they have an itch, yawn when they're bored, and demonstrate surprise, curiosity, contentment, and fear.

(11) The documentaries about plants can be just as interesting, especially the time-lapse photography sequences showing how plants move across the forest floor on wrap themselves around insects. (12) Time-lapse photography is part of the "magic" of television. (13) I know it sounds crazy. (14) I sometimes imagine I can ride the light beams coming from the TV back inside it to find myself in one of the unique habitats. I've seen there.

34 Which of the following is the best way to revise the underlined portions of sentences 4 and 5 (reproduced below) in order to combine the two sentences?

*Without them we would never know about exotic animals. Some of the animals they have documented include the arctic fox, African elephant, and wooly kangaroo.*

- (A) animals, animals like
- (B) animals, some of them being
- (C) animals such as
- (D) animals: including
- (E) animals; documenting

35 In context, which of the following should be inserted at the beginning of sentence 7?

- (A) Even though
- (B) Basically
- (C) As a result,
- (D) For example,
- (E) Still,

36 Which of the following sentences, if added after sentence 7, would link it to sentence 8?

- (A) In one sense they are far away, but in another they are not.
- (B) Sometime I will take a trip to see them all.
- (C) It is better that they are there than confined inside the zoo.
- (D) Usually I think about the arctic fox, but I like all of the canids.
- (E) There are a lot of other television programs that don't interest me at all.

37 Which of the following would be the best way to combine sentences 8 and 9 (reproduced below)?

*The nature shows bring you so close to the animals. Viewers can relate to the animals.*

- (A) The nature shows bring you viewers so close to the animals that you can relate to them.
- (B) The nature shows bring you so close to the animals that viewers can relate to them.
- (C) The nature shows bring animals so close to viewers, who can relate to them.
- (D) The nature shows bring viewers so close to the animals that they can relate to them.
- (E) On the nature shows, animals is brought so close to you, that viewers can relate to it.

- 38 In context, what is the best way to revise the underlined portion of sentence 10 (reproduced below)?

They scratch when they have an itch, yawn when they're bored, and demonstrate surprise, curiosity, contentment, and fear.

- (A) They also
- (B) In addition, they
- (C) Like humans, the animals
- (D) Humans, as well animals,
- (E) The animals

- 39 To conclude the final paragraph in the best way, which of the following sentences should be added after sentence 14?

- (A) Just as long as I can return.
- (B) Then I could be one with the arctic fox.
- (C) I would take photographs of all of the animals.
- (D) That would truly be magic.
- (E) Hopefully, some day I'll be able to do that.

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION  
ONLY. DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

**STOP**

### CALCULATING YOUR SCORE ON THE WRITING TEST

#### STEP 1 Count

Total Number of Blanks:  $\frac{\quad}{\text{Sec.1}} + \frac{\quad}{\text{Sec. 2}} + \frac{\quad}{\text{Sec. 3}} = \underline{\quad}$

Total Number Correct:  $\frac{\quad}{\text{Sec.1}} + \frac{\quad}{\text{Sec. 2}} + \frac{\quad}{\text{Sec. 3}} = \underline{\quad}$

Total Number Incorrect:  $\frac{\quad}{\text{Sec.1}} + \frac{\quad}{\text{Sec. 2}} + \frac{\quad}{\text{Sec. 3}} = \underline{\quad}$

ADD to CHECK YOUR COUNTING. The Sum should be 39:  $\underline{\quad}$

#### STEP 2 Determine Your Score Adjustment

The Score Adjustment is:

Total Number Incorrect x .25 =  $\underline{\quad}$

#### STEP 3 Determine Your Writing Test SCORE

Your Writing Test SCORE is the Total Number Correct minus the Adjustment:

Total Correct:  $\underline{\quad}$

Minus Adjustment:  $\quad - \underline{\quad}$

Writing Test SCORE  $\quad = \underline{\quad}$

| <b>WRITING SKILLS</b> |            |
|-----------------------|------------|
| Points                | PSAT Range |
| 39                    | 80         |
| 35                    | 66-76      |
| 30                    | 58-68      |
| 25                    | 52-62      |
| 20                    | 46-56      |
| 15                    | 40-50      |
| 10                    | 36-46      |
| 5                     | 30-40      |

# TIMED TESTS

**SECTION 1** TIME – 30 MINUTES THE QUESTIONS IN THIS SECTION MEASURE SKILLS THAT ARE IMPORTANT TO 50 QUESTIONS WRITING WELL. IN PARTICULAR, THEY TEST YOUR ABILITY TO RECOGNIZE AND USE LANGUAGE THAT IS CLEAR, EFFECTIVE, AND CORRECT ACCORDING TO THE REQUIREMENTS OF STANDARD WRITTEN ENGLISH, THE KIND OF ENGLISH FOUND IN MOST COLLEGE TEXTBOOKS.

**Directions:** The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.  
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that elements of the sentence that are not underlined are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space

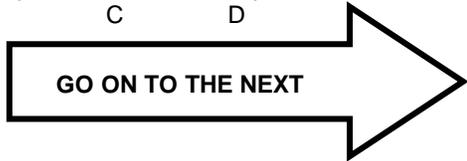
EXAMPLE:

SAMPLE ANSWER

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
inches high. No error  
D E

A  B  C  D  E

1. Please help me decide which of the two activities  
A B  
to choose-going to the theater with John or  
C  
to attend tonight's dinner-dance at the hotel.  
D  
No error  
E
2. When I have to decide which of two applicants for  
A B  
a job to hire, I find myself giving the position to  
C  
the one who uses the best English. No error  
D E
3. Because I was seated on the dais just in back of  
A B C  
the speaker, I could see the audience's reaction to  
D  
his vituperative remarks. No error  
E
4. A complete system of checks and balances  
have been incorporated in our Constitution  
A B  
from inception to protect the principle of equality.  
C D  
No error  
E
5. Dr. Martin Luther King, who led a bus boycott  
A B  
to eliminate bus segregation, will be  
forever remembered for his speech, "I Have a  
C D  
Dream." No error  
E
6. As a result of the bad weather, she is the only one  
A B  
of my friends who plan to attend the graduation  
C D  
exercises. No error  
E
7. When the fire started to burn, we added kindling  
A B  
and newspaper so that it would get stronger and  
C  
throw off more heat. No error  
D E
8. During the recent gasoline shortage, the amount of  
A B  
accidents on our highways decreased markedly.  
C D  
No error  
E



9. Having secured the ball on a fumble, we took  
 A B C  
advantage of our opponent's error and scored a  
 D  
 field goal. No error  
 E
10. Although Mr. Jimenez is in this country for only  
 A B C  
 two years, he talks like a native. No error  
 D E
11. These cars are not ready for delivery as they come  
 A B  
off of the assembly line; they must be tested  
 C  
 before being sold. No error  
 D E
12. Because Charles received a number of free tickets  
 A B  
 for the World Series, he asked whether I will go to  
 C  
 the game with him. No error  
 D E
13. Your argument is no different from the last speaker  
 A B  
 who also opposes this timely legislation. No error  
 C D E
14. Every woman in the ward ferverently hopes that  
 A  
their child will be a normal and healthy baby.  
 B C D  
No error.  
 E
15. After consideration of all census polls, we realized  
 A B  
 that the population of California is larger  
 C  
then that of any other state in the United States.  
 D  
No error  
 E
16. Due to the excessively high interest rate on  
 A B C  
 installment buying, it is advisable to purchase  
 D  
 things on a cash basis. No error  
 E
17. Because of unfavorable weather, few funds, and a  
 A B  
 burned-out sorority house, the party had to be  
 C  
 postponed indefinitely. No error  
 D E
18. Bear in mind that since words are tools, only  
 A B C  
 experienced writers are permitted in taking  
 D  
 liberties in writing style. No error  
 E
19. The man who is laying in the aisle needs medical  
 A B C  
 attention immediately. No error  
 D E
20. The technique discussed in this article enables a  
 A  
 student to learn more quickly and  
 B  
to have remembered for a longer period of time.  
 C D  
No error  
 E
21. Even if you go shopping quite late, will you please  
 A B  
bring this note to the store's manager? No error  
 C D E
22. Despite the fact that some states have resisted, the  
 A B  
 Congress have passed legislation permitting  
 C D  
 highway speed limits to 65 miles per hour on rural  
 Interstates. No error  
 E
23. Mohandas Gandhi, to who the title "Father of  
 A  
 Passive Resistance" may be given, bravely led the  
 B C  
 nationalist movement in India against British rule.  
 D  
No error  
 E
24. I am not certain if I should discuss my promotion  
 A B C  
 with him or not. No error  
 D E
25. When descending from 37,000 feet to make our  
 A B C  
 landing, the pressure affected our ears. No error  
 D E


 GO ON TO THE NEXT

**Directions:** In each of the following sentences, some part or all of the sentence is underlined. Below each sentence you will find five ways of phrasing the underlined part. Select the answer that produces the most effective sentence, one that is clear and exact, without awkwardness or ambiguity, and blacken the corresponding space on your answer sheet. In choosing answers, follow the requirements of standard written English. Choose the answer that best expresses the meaning of the original sentence.

Answer (A) is always the same as the underlined part. Choose answer (A) if you think the original sentence needs no revision.

EXAMPLE:

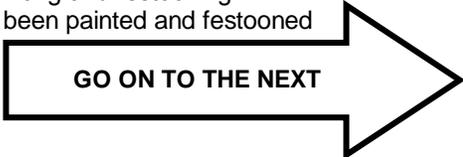
Laura Ingalls Wilder published her first book

and she was sixty-five years old then.

- (A) and she was sixty-five years old then
- (B) when she was sixty-five years old
- (C) at age sixty-five years old
- (D) upon reaching of sixty-five years
- (E) at the time when she was sixty-five

SAMPLE ANSWER  
 A  B  C  D  E

26. We are more concerned that the best possible candidate be hired than that bureaucratic affirmative action rules be followed to the letter.
- (A) than that bureaucratic affirmative action rules be followed
  - (B) and not about following bureaucratic affirmative action rules
  - (C) than that one should follow bureaucratic affirmative action rules
  - (D) than your following bureaucratic affirmative action rules
  - (E) and not in any bureaucratic affirmative action rules being followed
27. By the government failing to keep its pledges will earn the distrust of all other nations in the alliance.
- (A) By the government failing to keep its pledges
  - (B) Because the government failed to keep its pledges
  - (C) Since the government has failed to keep its pledges
  - (D) Failing to keep its government pledges
  - (E) If the government fails to keep its pledges, it
28. Although I calculate that he will be here any minute, I cannot wait much longer for him to arrive
- (A) Although I calculate that he will be here
  - (B) Although I reckon that he will be here
  - (C) Because I calculate that he will be here
  - (D) Although I am confident that he will be here
  - (E) Because I am confident that he will be here
29. Bernard Malamud was a forty-year-old college professor in Oregon and his short story "The Magic Barrel" was published in *The Partisan Review*.
- (A) Oregon and his short story "The magic Barrel"
  - (B) Oregon, his short story "The Magic Barrel"
  - (C) Oregon; his short story "The Magic Barrel"
  - (D) Oregon when his short story "The Magic Barrel"
  - (E) Oregon, furthermore, his short story "The Magic Barrel"
30. Being as how a dangerous cloud of radiation was released at the Chernobyl nuclear plant, that accident can be considered the most serious in the history of nuclear energy.
- (A) Being as how a dangerous cloud of radiation was released
  - (B) Because a dangerous cloud of radiation was released
  - (C) Due to the release of a dangerous cloud of radiation
  - (D) In addition to a dangerous cloud of radiation being released
  - (E) Releasing a dangerous cloud of radiation
31. In keeping with the hallowed Russian tradition of putting on a show to impress the visitors, the capital being painted and festooned with banners and portraits of Marx and Lenin.
- (A) the capital being painted and festooned
  - (B) the capital been painted and festooned
  - (C) the capital painted and being festooned
  - (D) the capital's painting and festooning
  - (E) the capital has been painted and festooned

**GO ON TO THE NEXT** 

32. Employers have begun to provide health club facilities for their employees because exercise builds stamina, decreases tension, and absenteeism is reduced.
- (A) decreases tension, and absenteeism is reduced
  - (B) tension is decreased, and absenteeism reduced
  - (C) decreases tension, and reducing absenteeism
  - (D) decreases tension, and reduces absenteeism
  - (E) decreasing tension, and absenteeism is reduced
33. She not only was competent but also friendly in nature.
- (A) She not only was competent but also friendly
  - (B) She not was only competent but friendly also
  - (C) She not only was competent but friendly also
  - (D) She was not only competent but also friendly
  - (E) She was not only competent but friendly also
34. The dean informed us that the applicant had not and never will be accepted by the college because of his high school record.
- (A) applicant had not and never will be accepted by the college because of his high school record
  - (B) applicant had not and never would be accepted by the college because of his high school record
  - (C) applicant had not been and never will be accepted by the college because of his high school record
  - (D) applicant had not and never could be accepted by the college because of his high school record
  - (E) applicant had not been and never would be accepted by the college because of his high school record
35. Numerous American industries have lost sales to foreign imports, in addition to which, to regain profits, some companies have merged with foreign plants.
- (A) imports, in addition to which, to regain profits
  - (B) imports; to regain profits
  - (C) imports; as a result, to regain profits
  - (D) imports, to regain profits
  - (E) imports, yet to regain profits
36. New York City hosted a four-day extravaganza by the Statue of Liberty during the July 4, 1986 weekend; the purpose being to celebrate Miss Liberty's one hundredth birthday.
- (A) weekend; the purpose being to celebrate
  - (B) weekend because of celebrating
  - (C) weekend, the purpose being to celebrate
  - (D) weekend to celebrate
  - (E) weekend, for the purpose of celebrating
37. If he were to win the medal, I for one would be disturbed.
- (A) If he were to win the medal
  - (B) If he was to win the medal
  - (C) If he wins the medal
  - (D) If he is the winner of the medal
  - (E) In the event that he wins the medal
38. The scouts were told to take an overnight hike, pitch camp, prepare dinner, and that they should be in bed by 9 P.M.
- (A) to take an overnight hike, pitch camp, prepare dinner, and that they should be in bed by 9 P.M.
  - (B) to take an overnight hike, pitch camp, prepare dinner, and that they should go to bed by 9 P.M.
  - (C) to take an overnight hike, pitch camp, prepare dinner, and be in bed by 9 P.M.
  - (D) to take an overnight hike, pitching camp, preparing dinner, and going to be by 9 P.M.
  - (E) to engage in an overnight hike, pitch camp, prepare dinner, and that they should be in bed by 9 P.M.
39. We want the teacher to be the one who has the best rapport with the students.
- (A) We want the teacher to be the one
  - (B) We want the teacher to be he
  - (C) We want him to be the teacher
  - (D) We desire that the teacher be him
  - (E) We anticipate that the teacher will be him
40. Most students like to read these kind of books during their spare time.
- (A) these kind of books
  - (B) these kind of book
  - (C) this kind of book
  - (D) this kinds of books
  - (E) those kind of books

Directions: For each sentence in which you find an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space  E

EXAMPLE:

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
 inches high. No error.  
D E

SAMPLE ANSWER  
 A  B  C  D  E

41. Although I am willing to go along with your idea, I cannot enthuse over its chances of success.  
A B A  
C D C D  
No error.  
E E
42. If you plan to become an English major, you should learn grammar, read lots of books, as well as practicing your writing skills. No error.  
A B  
C  
D E
43. Mark Twain may have published the novel *Tom Sawyer* one hundred years ago, on the other hand, his characters Tom and Becky still appeal to readers of all ages. No error.  
A  
B  
C  
D E
44. By breaking the world's record, the boys whom I predicted would win the contest have incredibly lived up to my expectations. No error.  
A  
B C  
D E
45. Despite the bright sunlight, you can scarcely see the birds because of their protective coloration. No error.  
A B  
C D  
E
46. If you read the material quickly and then review it, one finds that the main idea is easily retained. No error.  
B  
D
47. Valentina Tereshkova became the first woman in space in June, 1963, but this was only two years after Yuri Gagarin became the first man in space in April, 1961. No error.  
A B  
C D  
E
48. Even though the meal is under control, everything depends upon them arriving on time. No error.  
A B  
C D E
49. Some of the solutions that businesses have proposed in order to accommodate working mothers include flexible work hours, nursery centers, and allowing work rotation. No error.  
A B  
C D E
50. It seems rather ironic that while many of astronomy's major events are visible in the southern hemisphere, the largest telescopes have been located in the northern hemisphere. No error.  
A B C  
D  
E

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.

**STOP**

**Directions:** In each of the following sentences, some part or all of the sentence is underlined. Below each sentence you will find five ways of phrasing the underlined part. Select the answer that produces the most effective sentence, one that is clear and exact, without awkwardness or ambiguity, and blacken the corresponding space on your answer sheet. In choosing answers, follow the requirements of standard written English. Choose the answer that best expresses the meaning of the original sentence.

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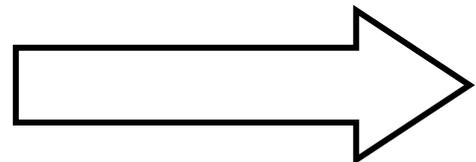
SAMPLE ANSWER  
     E

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 year old
- (C) at age sixty-five years old
- (D) upon reaching of sixty-five years
- (E) at the time when she was sixty-five

26. Fifty-three thousand shouting enthusiasts filled the stadium, they had come to watch the first game of the season and to cheer the home team.
- a. enthusiasts filled the stadium, they had come
  - b. enthusiasts filled the stadium to come
  - c. enthusiasts, filling the stadium, had come
  - d. enthusiasts filled the stadium; and had come
  - e. enthusiasts filling the stadium, who had come
27. During the judging of the animals at the show, the judges could not decide whether Brown's collie or Jones's terrier was the best dog.
- a. whether Brown's collie or Jones's terrier was the best
  - b. if Brown's collie or Jones's terrier was the better
  - c. whether Brown's collie or Jones's terrier was the better
  - d. if Brown's collie or Jones's terrier was the best
  - e. whether Brown's collie or Jones's terrier had been the best
28. Finally reviewing the extensive evidence against the defendant, he was found guilty.
- a. Finally reviewing the extensive evidence against the defendant,
  - b. Reviewing the extensive evidence against the defendant,
  - c. The jury finally reviewed the evidence concerning the defendant,
  - d. When the jury finally reviewed the extensive evidence against the defendant,
  - e. The jury finally reviewed the evidence against the defendant.
29. Paul Gauguin was married and had family responsibilities and he ran away to the South Seas to paint.
- a. Paul Gauguin was married and had family responsibilities and he
  - b. Although being married and having family responsibilities, Paul Gauguin
  - c. Although Paul Gauguin was married and had family responsibilities, he
  - d. Being married, and therefore having family responsibilities, Paul Gauguin
  - e. Despite the fact that Paul Gauguin was married and had family responsibilities, he
30. A key difference between mice and voles is tail length, a mouse's tail is twice as long as the tail of a vole.
- a. length, a mouse's tail is
  - b. length; a mouse's tail is
  - c. length, the tail of a mouse is
  - d. length; a mouse's tail, it is
  - e. length, mice's tails are

GO ON TO THE NEXT PAGE



31. As a retired executive, he is now busier than ever; he makes his living by speaking before business and philanthropic groups, writing books and articles, and he is a director of three major corporations.
- by speaking before business and philanthropic groups, writing books and articles, and he is a director of
  - by speaking before business and philanthropic groups, and he writes books and articles as well as being a director of
  - by speaking before business and philanthropic groups, and he writes books and articles, and directs
  - by speaking before business and philanthropic groups, writing books and articles, and directing
  - by speaking before business and philanthropic groups, in addition to writing books and articles, and he is a director of
32. The President has established a special commission for the space program; the purpose being to investigate the causes of the Challenger disaster.
- program; the purpose being
  - program; whose purpose is to
  - program; the purpose is to
  - program to
  - program; in order to
33. When Harriet Tubman decided to help runaway slaves escape to the North, she knew that her mission would bring her into danger in both South and North.
- When Harriet Tubman decided to help runaway slaves escape
  - When Harriet Tubman decides to help runaway slaves escape
  - When Harriet Tubman decided about helping runaway slaves escape
  - After the decision by Harriet Tubman to help runaway slaves escape
  - After Harriet Tubman's making of the decision to help runaway slaves escape
34. The growing impoverishment of women and children in American society distresses Senator Moynihan, and he is also infuriated.
- distresses Senator Moynihan, and he is also infuriated
  - distresses Senator Moynihan, infuriating him
  - distresses and infuriates Senator Moynihan
  - is distressing to Senator Moynihan, making him furious
  - is a cause of distress of Senator Moynihan, and of fury
35. Being a successful reporter demands powers of observation, fluency, and persistence.
- Being a successful reported demands
  - Being a successful reporter who demands
  - To be a successful reporter who demands
  - Being a successful reported demanding
  - To be a successful reporter demanding
36. I don't object to John's bill payment if he doesn't expect any favors from me in return.
- John's bill payment if he doesn't
  - whether John pays the bill but he mustn't not
  - having John pay the bill whether he doesn't
  - John's payment of the bill but he shouldn't
  - John's paying the bill as long as he doesn't
37. Had I been at the scene of the accident, I could have administered first aid to the victims.
- Had I been at the scene of the accident
  - If I were are the scene of the accident
  - If I was at the scene of the accident
  - I should have been at the scene of the accident
  - I should have been at the scene of the accident,
38. The Northern Lights, or Aurora Borealis, is so named because it is a light display that takes place in the northern skies.
- because it is a light display that takes place
  - as a light display taking place
  - because of taking place
  - due to the fact that it is a light display
  - contrary to the fact of taking place
39. It is not for you to assume responsibility; it is, rather, me who is the guilty person in this matter.
- me who is
  - me who am
  - I who is
  - I who are
  - I who am
40. At least, you are original; I have never heard that kind of an excuse until now.
- that kind of an excuse
  - that sort of an excuse
  - that kinds of excuse
  - them kinds of excuses
  - that kind of excuse



**SECTION 2** Time – 30 minutes The questions in this section measure skills that are important to 50  
 Questions writing well. In particular, they test your ability to recognize and use language that is clear,  
 effective, and correct according to the requirements of standard written English, the kind of English found in  
 most college textbooks.

Directions: The following sentences contain problems in grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.  
 No sentence contains more than one error.

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If there is no error, blacken answer space  E.

EXAMPLE:

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
 inches high. No error.  
D E

SAMPLE ANSWER

A  B  C  D

1. After his heart attack, he was ordered to lay in bed  
A B C  
 and rest for weeks. No error.  
D E

2. While my aunt and I were traveling through our  
A B C  
 National Parks, my aunt was frightened by a bear.  
D  
No error.  
E

3. Only recently, the newly organized football  
A B  
 association added two new teams to their league.  
C D  
No error.  
E

4. In view of the controversy with the school board,  
A  
 neither the teachers nor the principal are being  
B C  
 considered for promotion at this time. No error.  
D E

5. The prospective purchaser of the house left the  
A  
 premises because he was asked to pay a  
B  
considerable higher price than he was able to  
C D  
 afford. No error.  
E

6. While we have rummaged through the attic, we  
A B  
 found not only an album of our trip to Europe, but  
C  
 also a multitude of old news clippings. No error.  
D E

7. Of all the members of the United States team,  
A B  
 Greg Lemond became the first to win the  
C D  
 prestigious Tour de France bike race. No error.  
E



8. Neither Carlos nor Mark handed in their  
 assignments on time. No error.  
 A B C  
 D E
9. Before we adopt this legislation, we ought to  
 B consider the affect the new law will have on our  
 C D  
 retired and disabled citizens. No error.  
 E
10. The legendary Henry Aaron has established an  
 A  
enviable record, and it probably will not  
 B C  
be broken during the next fifty years. No error.  
 D E
11. Mathematics is not his favorite subject; he finds  
 A B  
them too confusing. No error.  
 C D E
12. Toni Cade Bambara, who is a black American  
 A  
 writer, has been active in civil rights and women's  
 B  
 issues, nor is she attuned to Afro-American  
 C D  
 relationships. No error.  
 E
13. The boom of video cassette records can be  
 A  
attributed to numerous things, including being price  
 B C D  
 reduction, time shift approval, and the growth of  
 rental stores. No error.  
 E
14. With the passage of the Tax Reform Act of 1986,  
 A  
 the most comprehensive changes in the federal tax  
 B  
 system since World War II is taking place.  
 C D  
No error.  
 E
15. After a six-month study semester abroad, she was  
 A B  
happy to get home to comfortable familiar  
 C D  
 surroundings and appetizing food. No error.  
 E
16. Because he has been warned only about the danger  
 A B  
 of walking on the railroad trestle, he dared  
 C  
several of friends to walk on the tracks. No error.  
 D E A
17. Where is it possible to find if it was Lowell or  
 A B C  
 Longfellow who wrote "Hiawatha"? No error.  
 D E
18. Choosing between you and she is very difficult:  
 A B C  
 both of you are fully qualified. No error.  
 D E
19. After the incident was over, neither the passengers  
 A B  
 nor the bus driver were able to identify the youngster  
 C  
 who had created the disturbance. No error.  
 D E
20. The suspenseful play "The Mystery of Edwin  
 A  
 Druod" permits its audience to determine the  
 B  
 ending; unfortunately, the play has a new unique  
 C D  
 ending for each performance. No error.  
 E
21. The Philippine government changed hands when  
 A B  
 Marcos failed satisfying his countrymen that he  
 C  
 had won the presidential election, and Corazon  
 Aquino took over. No error.  
 D E
22. Was it they who were involved in the recent  
 A B C  
unruly demonstration? No error.  
 D E
23. We must regard any statement about this  
 A  
 controversy, whatever the source, as gossip until  
 B C  
they are confirmed. No error.  
 D E


 GO ON TO THE NEXT

24. Much more experimental data are required before  
A B C  
we can accept this theory. No error.  
D E

25. She is the only one of the applicants who are  
A B C  
fully qualified for the position. No error.  
D E



**SECTION 3** Time – 30 minutes  
50 Questions

The questions in this section measure skills that are important to writing well. In particular, they test your ability to recognize and use language that is clear, effective, and correct according to the requirements of standard written English, the kind of English found in most college textbooks.

**Directions:** The following sentences contain problems in grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.  
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that elements of the sentence that are not underlined are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space **E**.

EXAMPLE:

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
inches high. No error  
D E

SAMPLE ANSWER

A  B  C  D  E

- Being that my car is getting its annual tune-up, I  
A B  
will not be able to pick you up tomorrow morning.  
C D  
No error  
E
- The teacher with her capable aides  
A  
have complete control of the situation; I  
B  
look forward to a very uneventful trip. No error  
C D E
- We can't hardly believe that the situation is  
A  
so serious as to justify such precautions as you  
B C  
have taken. No error  
D E
- No one but he knew which questions were going  
A B C D  
to be asked on this test. No error  
E
- You are being quite cynical when you say  
A  
that the reason why we have such a large turnout  
B C  
is because we are serving refreshments. No error.  
D E
- Although I am playing golf for more than three  
A B C  
years, I cannot manage to break 90. No error  
D E
- I have found that a mild salt solution is more  
A  
affective than the commercial preparations  
B C  
available in drug stores in the treatment of this  
D  
ailment. No error  
E

GO ON TO THE NEXT

8. If I have to make a choice between John, Henry, and her, I think I'll select Henry because of his self-control during moments of stress. No error
- A B C D E
9. This new information is so important that we must inform the authorities; bring this to the office at once and give it to Mr. Brown. No error
- A B C D E
10. In order to raise public consciousness concerning environmental problems, everyone should distribute leaflets, write to his or her Congressman, as well as signing the necessary petitions. No error
- A B C D E
11. Scientists recently discovered the wreckage of the *Titanic*, which sank after it struck an iceberg, furthermore it was not possible for them to raise it. No error
- A B C D E
12. Scientists show that change, whether good or bad, leads to stress, and that the accumulation from stress-related changes can cause major illness. No error
- A B C D E
13. These awards, I can assure you, will be given not only to the best player, but also to the best team in today's tournament. No error
- A B C D E
14. We have spent all together too much money on this project; we have exceeded our budget and can expect no additional funds until the beginning of the new year. No error
- A B C D E
15. After John broke his ankle, the teacher had wanted us all – Frank, Helen, you, and me – to visit him in the hospital. No error
- A B C D E
16. Between thirty and forty students seem willing to volunteer; the rest are not planning to participate in the program. No error
- A B C D E
17. Farther along the road, another contestant was trying to repair the tire on his new shiny bicycle so that he could win the race. No error
- A B C D E
18. The horse that won the trophies differed with the other horses in overall appearance as well as ability. No error
- A B C D E
19. The business executive, planning to attend the conference in New Orleans, could not decide whether to travel on or remaining at the hotel was the better choice. No error
- A B C D E
20. He is not the kind of a person who accepts such treatment passively; he is certain to seek revenge. No error
- A B C D E
21. John, together with other members of the Association, has risen over two thousand dollars toward the establishment of an annual scholarship for disadvantaged students. No error
- A B C D E



GO ON TO THE NEXT

22. In order for he and I to be able to attend, we  
           A          B                  C  
will need to receive tickets within the week.  
           D  
No error  
           E
23. I feel badly about the present conflict because I do  
           A                                                          B  
 not know how to resolve it without hurting either  
                                                                           C  
 you or him. No error  
                                   D                  E
24. A new production of the opera *Aida* has just been  
                                                                                   A  
 announced; it will be sang on an outdoor stage  
                                                           B          C  
with live animals. No error  
                                   D                                  E
25. Unless two or more members object to him joining  
           A                                                                                  B  
 the club, we shall have to accept his application  
                                                                                                   C  
for membership. No error  
                                   D                                  E

**Directions:** In each of the following sentences, some part or all of the sentence is underlined. Below each sentence you will find ways of phrasing the underlined part. Select the answer that produces the most effective sentence, one that is clear and exact, without awkwardness or ambiguity, and blacken the corresponding space on your answer sheet. In choosing answers, follow the requirements of standard written English. Choose the answer that best expresses the meaning of the original sentence.

Answer (A) is always the same as the underlined part. Choose answer (A) if you think the original sentence needs no revision.

**EXAMPLE:**

Laura Ingalls Wilder published her first book  
and she was sixty-five years old then.

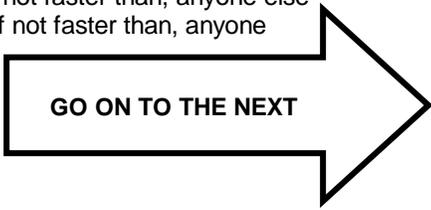
- (A) and she was sixty-five years old then  
 (B) when she was sixty-five years old  
 (C) at age sixty-five years old  
 (D) upon reaching sixty-five years  
 (E) at the time when she was sixty-five

SAMPLE ANSWER  
 A  B  C  D  E

26. Although serfs were lucky to drink their ale from cracked wooden bowls, nobles customarily drunk their wine from elaborately carved drinking horns.  
 (A) drunk their wine from  
 (B) have drunk their wine from  
 (C) drank their wine from  
 (D) had drunken their wine from  
 (E) drinking their wine from
27. Before the search party reached the scene of the accident, the rain began to fall, making rescue efforts more difficult.  
 (A) the rain began to fall  
 (B) the rain had began to fall  
 (C) it began to rain  
 (D) the rain had begun to fall  
 (E) it started to rain
28. For many students, keeping a journal during college seems satisfying their need for self-expression.  
 (A) keeping a journal during college seems satisfying their need  
 (B) keeping a journal during college seems to satisfy their need  
 (C) keeping a journal during college seeming satisfying their need  
 (D) to keep a journal during college seems satisfying their need  
 (E) the keeping of a journal during college seems to satisfy their need

GO ON TO THE NEXT

29. Peter Martin began to develop his own choreographic style, but he was able to free himself from the influence of Balanchine.
- (A) style, but he was able to  
(B) style; but he was able to  
(C) style only when he was able to  
(D) style only when he is able to  
(E) style: only when he was able to
30. Irregardless of the outcome of this dispute, our two nations will remain staunch allies.
- (A) Irregardless of the outcome  
(B) Regardless of how the outcome  
(C) With regard to the outcome  
(D) Regardless of the outcome  
(E) Disregarding the outcome
31. With the onset of winter the snows began to fall, we were soon forced to remain indoors most of the time.
- (A) the snows began to fall, we were soon forced to remain indoors  
(B) the snows began to fall; we were soon forced to remain indoors  
(C) the snows began to fall: we were soon forced to remain indoors  
(D) the snows began to fall, having forced us to remain indoors  
(E) the snows had begun to fall; we were soon forced to remain indoors
32. "Araby," along with several other stories from Joyce's *Dubliners*, are going to be read at Town Hall by noted Irish actress Siobhan McKenna.
- (A) are going to be read  
(B) were going to be read  
(C) are gone to be read  
(D) is going to be read  
(E) is gone to be read
33. In 1980 the Democrats lost not only the executive branch, but also their majority in the United States Senate.
- (A) lost not only the executive branch, but also their majority  
(B) lost not only the executive branch, but also its majority  
(C) not only lost the executive branch, but their majority also  
(D) lost the executive branch, but also their majority  
(E) lost not only the executive branch, but their majority also
34. Before considering an applicant for this job, he must have a degree in electrical engineering as well as three years experience in the field.
- (A) Before considering an applicant for this job, he must have  
(B) Before considering an applicant for this job, he should have  
(C) We will not consider an applicant for this job without  
(D) To consider an applicant for this job, he must have  
(E) We will not consider an applicant for this job if he does not have
35. To invest intelligently for the future, mutual funds provide an excellent opportunity for the average investor.
- (A) To invest intelligently for the future, mutual funds  
(B) As an intelligent investment for the future, mutual funds  
(C) Investing intelligently for the future, mutual funds  
(D) To invest with intelligence, mutual funds  
(E) Having invested intelligently, you must determine that mutual funds
36. She was told to give the award to whomever she thought had contributed most of the welfare of the student body.
- (A) to whomever she thought  
(B) to whoever she thought  
(C) to the senior whom she thought  
(D) to whomsoever  
(E) to him whom she thought
37. Since he is lying the book on the table where it does not belong.
- (A) Since he is lying the book on the table where it does not belong.  
(B) He is lying the book on the table where it does not belong.  
(C) Because he is laying the book on the table where it does not belong.  
(D) Since he is laying the book on the table where it does not belong.  
(E) He is laying the book on the table where it does not belong.
38. Mary is as fast as, if not faster than, anyone in her class and should be on the team.
- (A) as fast as, if not faster than, anyone  
(B) as fast, if not faster than, anyone else  
(C) as fast, if not more fast than, anyone  
(D) as fast as, if not faster than, anyone else  
(E) as swift as, if not faster than, anyone



GO ON TO THE NEXT

39. Senator Dole is one of the legislators who are going to discuss the budget with the President.
- (A) one of the legislators who are going  
 (B) one of the legislators who is going  
 (C) one of the legislators who has gone  
 (D) the legislator who is going  
 (E) the legislator who has gone
40. In general, the fate of Latin American or East Asian countries will affect America more than it does Britain or France.
- (A) will affect America more than it does  
 (B) will effect America more than it does  
 (C) will affect America more than they do  
 (D) will effect America more than they do  
 (E) will affect America more than they would

Note: The remaining questions are like those at the beginning of the section.

**Directions:** For each sentence in which you find an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space (E) .

EXAMPLE:

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
 inches high. No error  
D E

SAMPLE ANSWER

E

41. The lieutenant reminded his men that the only  
A  
 information to be given to the captors was each  
B C  
 individual's name, rank, and  
what his serial number was. No error  
D E
42. When the teacher ordered the student to go to the  
A B  
 dean's office as a result of the class disruption, she  
C  
 surprised us because she usually will handle her  
D  
 own discipline problems. No error  
E
43. He was the author whom I believed was  
A B  
most likely to receive the coveted award. No error  
C D E
44. Please give this scholarship to whoever in the  
A  
 graduating class has done the most to promote  
B C  
goodwill in the community. No error  
D E
45. Both lawyers interpreted the statute differently.  
A B  
and they needed a judge to settle its dispute.  
C D  
No error  
E
46. All of the team members, except him, has  
A B  
 anticipated interest from the national leagues, and  
C  
 now practice twice as long. No error  
D E
47. Everybody but him has paid their dues; we  
A B  
must seek ways to make him understand the  
C  
need for prompt payment. No error  
D E



48. In order to to be sure that the mattress was firm  
A B  
before placing an order, the man gingerly sat down  
C  
and laid back. No error

49. Since she found the climate of Arizona  
A  
very healthy, she decided to move to Phoenix  
B C  
as soon as possible. No error  
D E

50. The data which he presented was not pertinent to  
A B C  
the matter under discussion. No error  
D E

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON  
THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.

**STOP**



**SECTION 4** Time – 30 minutes  
50 Questions

The questions in this section measure skills that are important to writing well. In particular, they test your ability to recognize and use language that is clear, effective, and correct according to the requirements of standard written English, the kind of English found in most college textbooks.

**Directions:** The following sentences contain problems in grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.  
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that elements of the sentence that are not underlined are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space E.

EXAMPLE:

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
inches high. No error

SAMPLE ANSWER



- Notice the immediate affect this drug has on the  
A B C  
behavior of the rats in the cage. No error  
D E
- I believe the commissioner and she to be honest:  
A  
nevertheless, corruption by public officials and  
B  
their staffs appears to be a continual political  
C D  
problem. No error  
E
- In spite of official denials, news sources recently  
A  
reported that the bombs that hit Tripoli in 1986  
B  
were really intended to kill Muammar al-Qaddafi.  
C D  
No error  
E
- Are you going to lie there all day and refuse to see  
A B C D  
your friends? No error  
E
- Neither the teacher nor her pupils were enthused  
A B C  
about going on the field trip. No error  
D E
- While Egyptian President Anwar El-Sadat was  
A  
reviewing a military parade in 1981, a band of  
B  
commandos had shot him and others  
C  
in the vicinity. No error  
D E
- Please do not be aggravated by his bad manners  
A B  
since he is merely trying to attract attention.  
C D  
No error  
E

GO ON TO THE NEXT



8. Neither the opera singers or the general public  
A  
had seen as much glitter in years as they did  
B C  
during *Turandot*, the finale of the opera season.  
D  
No error  
E
9. His story about the strange beings in a space ship  
A  
was so incredulous that no one believed him.  
B C D  
No error  
E
10. The hot air balloon had burst as they were preparing  
A  
for launch, and the platform had broke as a result.  
B C D  
No error  
E
11. I fail to understand why you are seeking my  
A B  
council after the way you ignored my advice last  
C D  
week. No error  
E
12. Ann Landers, whose name is a household word  
A  
to millions of readers, are well-known for family  
B C D  
advice. No error  
E
13. Between you and I, the highway department must  
A  
review bridge construction across the country  
B  
in order to avoid major catastrophes resulting from  
C D  
metal fatigue. No error  
E
14. Child custody in surrogate mother cases is just  
one of the many controversial issues which are  
A B C  
currently being decided upon in the courts.  
D  
No error  
E
15. John usually eats a quick lunch, ignoring the  
A  
question of whether what he eats is healthy or not.  
B C D  
No error  
E
16. If you continue to drive so recklessly, you  
A B  
are likely to have a serious accident in the very  
C D  
near future. No error  
E
17. The general along with the members of his  
A  
general staff seem to favor immediate retaliation at  
B C D  
this time. No error  
E
18. We resented him criticizing our efforts because he  
A B  
had ignored our requests for assistance  
C  
up to that time. No error  
D E
19. Casey Jones, who was killed in the line of duty,  
A B  
became a hero to fellow railroad workers and  
C  
was to be immortalized by a ballad. No error  
D E
20. Whether self-government is to be retained by the  
A B  
county, voters must go to the polls to defeat the  
C  
new, deceptive proposition. No error  
D E
21. In the controversy against TV evangelism, no one  
A  
seems to have noticed that the most influential  
B C  
preacher in America is not Jerry Falwell or John  
Cardinal O'Connor but Bill Cosby. No error  
D E



GO ON TO THE NEXT

22. In all my years as a teacher, I  
A  
have never encountered an individual such as he;  
B C  
 he definitely is most unique. No error  
D E
23. Though concrete and glass forms the structure of  
A B  
 the office building, plush carpeting and lush  
C  
 plantings provide a comfortable interior. No error  
D E
24. It was none other than Mr. Warren who arrived to  
A B C  
 settle the dispute among the department heads.  
D  
No error  
E
25. The principal of equality is a foundation for  
A B  
 democratic government; this is not true of other  
C  
forms of government. No error  
D E

**Directions:** In each of the following sentences, some part or all of the sentence is underlined. Below each sentence you will find ways of phrasing the underlined part. Select the answer that produces the most effective sentence, one that is clear and exact, without awkwardness or ambiguity, and blacken the corresponding space on your answer sheet. In choosing answers, follow the requirements of standard written English. Choose the answer that best expresses the meaning of the original sentence.

Answer (A) is always the same as the underlined part. Choose answer (A) if you think the original sentence needs no revision.

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 years old
- (C) at age sixty-five years old
- (D) upon reaching sixty-five years
- (E) at the time when she was sixty-five

SAMPLE ANSWER

A  B  C  D  E

26. The police officer refused to permit us to enter the apartment, saying that he had orders to stop him going into the building.
- (A) stop him going
  - (B) prevent him going
  - (C) stop his going
  - (D) stop us going
  - (E) stop our going
27. After conducting the orchestra for six concerts, Beethoven's *Ninth Symphony* was scheduled.
- (A) After conducting
  - (B) After he conducted
  - (C) Because he had conducted
  - (D) Although he conducted
  - (E) After he had conducted
28. Jackie Robinson became the first black player in major league baseball, he paved the way for black athletes to be accepted on the field.
- (A) Jackie Robinson became the first black player in major league baseball, he
  - (B) Jackie Robinson, in becoming the first black player in major league baseball, he
  - (C) Jackie Robinson became the first black player in major league baseball; he
  - (D) Jackie Robinson, the first black player in major league baseball; he
  - (E) Jackie Robinson had become the first black player in major league baseball; and he



29. Sitting in the Coliseum, the music couldn't hardly be heard because of the cheering and yelling of the spectators.
- (A) the music couldn't hardly be heard because of  
(B) the music couldn't hardly be heard due to  
(C) the music could hardly be heard due to  
(D) we could hardly hear the music due to  
(E) we could hardly hear the music because of
30. If I would have known about the traffic jam at the bridge, I would have taken an alternate route.
- (A) If I would have known about  
(B) If I could of known about  
(C) If I would of known about  
(D) If I was aware of  
(E) Had I known about
31. Across the nation, curricular changes sweeping the universities as schools reassess the knowledge that educated people should know.
- (A) curricular changes sweeping the universities as schools  
(B) curricular changes are sweeping the universities as schools  
(C) changes are sweeping the curricular since schools  
(D) curricular changes sweeping the universities causing schools to  
(E) curricular changes sweep the universities, but schools
32. If you have enjoyed these kind of programs, write to your local public television station and ask for more.
- (A) these kind of programs  
(B) those kind of programs  
(C) these kinds of program  
(D) these kind of a program  
(E) this kind of a program
33. In her critique of the newly opened restaurant, the reviewer discussed the elaborate menu, the impressive wine list, and how the waiters functioned.
- (A) list, and how the waiters functioned  
(B) list and how the waiters functioned  
(C) list, and the excellent service  
(D) list and even the excellent service  
(E) list, and how the waiters usually function
34. Contemporary poets are not abandoning rhyme, but some avoiding it.
- (A) but some avoiding it  
(B) but it is avoided by some of them  
(C) but it is being avoided  
(D) but some are avoiding it  
(E) but it has been being avoided by some
35. Your complaint is no different from the last customer who expected a refund.
- (A) Your complaint is no different from the customer  
(B) Your complaint is no different from that of last customer  
(C) Your complaint is similar to the last customer  
(D) Your complaint is no different then that of the last customer  
(E) Your complaint is the same as the last customer
36. According to the review board, many laboratory tests were ordered by the staff of the hospital that had no medical justification.
- (A) many laboratory tests were ordered by the staff of the hospital that  
(B) many laboratory tests were ordered by the staff of the hospital who  
(C) the staff of the hospital ordered many laboratory tests that  
(D) the staff of the hospital, who ordered many laboratory tests that  
(E) the ordering of many laboratory tests by the staff of the hospital which
37. Confident about the outcome, President Reagan along with his staff are traveling to the conference.
- (A) Confident about the outcome, President Reagan along with his staff are traveling  
(B) Confident about the outcome, President Reagan's party are traveling  
(C) Confident about the outcome, President Reagan along with his staff is traveling  
(D) With confidence about the outcome, President Reagan along with his staff are traveling  
(E) President Reagan along with his staff is traveling confidently about the outcome
38. Helen Keller was blind and deaf from infancy and she learned to communicate using both sign language and speech.
- (A) Helen Keller was blind and deaf from infancy and she  
(B) Although blind and deaf from infancy, Helen Keller  
(C) Although being blind and deaf from the time she was an infant, Helen Keller  
(D) Being blind and deaf from infancy, Helen Keller  
(E) Helen Keller, being blind and deaf from infancy, she



GO ON TO THE NEXT

39. Standing alone beside her husband's grave, grief overwhelmed the widow and she wept inconsolably.
- (A) grief overwhelmed the widow and she wept inconsolably  
 (B) grief overwhelmed the widow, who wept inconsolably  
 (C) grief overwhelmed the widow that wept inconsolably  
 (D) the widow was overwhelmed by grief and wept inconsolably  
 (E) the widow was overwhelmed by grief, she wept inconsolably

40. The difference between Leibniz and Schopenhauer is that the former is optimistic; the latter, pessimistic.
- (A) the former is optimistic; the later, pessimistic  
 (B) the former is optimistic, the latter, pessimistic  
 (C) while the former is optimistic; the latter, pessimistic  
 (D) the former one is optimistic; the latter one is a pessimist  
 (E) the former is optimistic; the latter being pessimistic

**Note:** The remaining questions are like those at the beginning of the section.

**Directions:** For each sentence in which you find an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space  E .

EXAMPLE:

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
 inches high. No error  
D E

SAMPLE ANSWER

A  B  C  D  E

41. Joe DiMaggio, whose style was one of  
A  
 quiet excellence. was consistently the New York  
B  
 Yankee's outstanding player during his thirteen  
C D  
 years on the team. No error  
E
42. If Ms. Rivera was truly happy, she would not  
A B  
constantly complain that she has no purpose in  
C D  
 life. No error  
E
43. I was kept awake by the baby's continuous crying  
A B C  
during the night. No error  
D E

44. The office memoranda was circulated, but nobody  
A B  
 responded; hence, few supplies were ordered.  
C D  
No error  
E
45. Juan and myself were among a number of players  
A B C  
to be awarded badges for excellence in team  
D  
 sports. No error  
E
46. Both of the teams must try and come in order to  
A B C  
infuse the school with team spirit. No error  
D E



47. Unless one visits a historic site like Williamsburg,  
A B  
the lives of them who founded this country cannot  
C  
fully be understood. No error  
D E
48. Fernando expected to have gone to college in the  
A  
fall, but his score on the scholarship exam was not  
B  
high enough to merit the financial help he needed.  
C D  
No error  
E
49. Although you may wish to take various vitamins  
A  
to ensure proper nutrition, one should really  
B C D  
consult a doctor beforehand. No error  
E
50. Having read for more than four hours without a  
A B  
rest, the book fell from his hands. No error  
C D E

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON  
THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.

**STOP**

**SECTION 5** Time – 30 minutes  
50 Questions

The questions in this section measure skills that are important to writing well. In particular, they test your ability to recognize and use language that is clear, effective, and correct according to the requirements of standard written English, the kind of English found in most college textbooks.

**Directions:** The following sentences contain problems in grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.  
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that elements of the sentence that are not underlined are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space E.

EXAMPLE:

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
inches high. No error  
D E

SAMPLE ANSWER



1. It was reported that the identities of them to be  
A B  
called as witnesses would be released on Tuesday  
C  
by the district attorney. No error  
D E
2. The ad stated that a piano was needed for the  
A B  
school play in good condition. No error  
C D E
3. The fishing fleet left the harbor when the fishermen  
A B  
heard that a school of bluefish were near the wreck.  
C D  
No error  
E
4. In consideration about his long service to the  
A  
theater, the Tony Awards committee made a special  
presentation honoring the producer George Abbott  
B  
who had recently celebrated his hundredth birthday.  
C D  
No error  
E
5. A minority group comprising 30% of the  
A  
community and represented by only one member  
B C  
out of 25 on the City Council. No error  
D E
6. In spite of a superficial simplicity, there are still  
A  
many aspects of the prose style of Ernest  
B  
Hemingway that would be profitable subjects for  
C  
further study. No error  
D E
7. Among George, Henry, and I, there can be  
A B C  
no secrets. No error  
D E

GO ON TO THE NEXT



8. Neither the reporters nor the editor were satisfied with the salary offer made by the publisher.  
 A B C D  
No error  
 E
9. The workers who I see in the subway every afternoon seem tired and dejected. No error  
 A B C D E
10. The article was rejected because of its length, verbosity, and it presented only one point of view.  
 A B C D  
No error  
 E
11. Mr. Jones's decision to retire came as a shock to all who respected his ability. No error  
 A B C D E
12. When she spoke with the police, she reported her loss; she stated that a large quantity of clothing and valuable books were missing. No error  
 A B C D E
13. Between the small shops and boutiques of Greenwich Village and the giant department stores of midtown Manhattan lie the ethnically-varied residential neighborhood of Chelsea. No error  
 A B C D E
14. Bailing vigorously, we managed to remain afloat until we were rescued by the Coast Guard.  
 A B C D  
No error  
 E
15. We had ought to finish our trip before dark because it gets very cold after the sun goes down. No error  
 A B C D E
16. Does that remark infer that you are displeased with the way I am managing the business? No error  
 A B C D E
17. I am sure that he has been here and did what was expected of him. No error  
 A B C D E
18. Because of its efficacy in treating many ailments and because it has brought about miraculous cures, penicillin has become an important addition to the druggist's stock.  
 A B C D  
No error  
 E
19. Despite the efforts of the International Red Cross, maltreatment takes place in refugee camps where they must wait for months in deplorable living conditions. No error  
 A B C D E
20. It is not you who are at fault; rather, it is I who is to blame. No error  
 A B C D E
21. I cannot force myself to like that kind of a person because his smugness repels me. No error  
 A B C D E
22. You should take your umbrella when you go out because it is liable to rain this afternoon. No error  
 A B C D E
23. The ideal that Arthur and his knights were in quest of were a better world order.  
 A B C D  
No error  
 E


 GO ON TO THE NEXT





## COLLEGE STUDY SKILLS

31. When one eats in this restaurant, you often find that the prices are high and the food is poorly prepared.
- (A) When one eats in this restaurant, you often find
  - (B) When you eat in this restaurant, one often finds
  - (C) When one eats in this restaurant, one often finds
  - (D) If you eat in this restaurant, you often find
  - (E) When one ate in this restaurant, he often found
32. Ever since the bombing of Cambodia, there has been much opposition from they who maintain that it was unauthorized.
- (A) from they who maintain that it was unauthorized
  - (B) from they who maintain that it had been unauthorized
  - (C) from those who maintain that it was unauthorized
  - (D) from they maintaining that it was unauthorized
  - (E) from they maintaining that it had been unauthorized
33. As the protest mounted, small skirmishes between students and police that broke out everywhere, flaring up like sudden brush fires on all sides.
- (A) skirmishes between students and police that broke
  - (B) skirmishes between students and police which broke
  - (C) skirmishes between students and police broke
  - (D) skirmishes between students and police which were breaking
  - (E) skirmishes between students and police breaking
34. Great plans for the future were made by Huck and Tom that depended on their finding the gold hidden in the cave.
- (A) Great plans for the future were made by Huck and Tom that
  - (B) Great plans for the future were made by Huck and Tom which
  - (C) Huck and Tom, who made great plans for the future that
  - (D) Huck and Tom made great plans for the future that
  - (E) Great plans for the future were being made by Huck and Tom that
35. Many classic recordings have been reissued in compact disk format, some perennial favorites have not.
- (A) Many classic recordings have been reissued
  - (B) Many classic recordings have reissued
  - (C) Many a classic recording has been reissued
  - (D) Despite many classic recordings which have been being reissued
  - (E) Although many classic recordings have been reissued
36. The method of how different viruses being transmitted from one patient to another depends on the particular viruses involved.
- (A) of how different viruses being transmitted
  - (B) whereby the transmission of different viruses is
  - (C) by which different viruses are transmitted
  - (D) for different viruses that are being transmitted
  - (E) when different viruses being transmitted
37. Because he wished to help alleviate the famine that followed the Russian civil war was why Armand Hammer, a young American millionaire, decided that he had to go to Moscow.
- (A) Because he wished to help alleviate the famine that followed the Russian civil war was why Armand Hammer, a young American millionaire, decided that he had to go to Moscow
  - (B) Because he wished to help alleviate the famine that followed the Russian civil war, a young American millionaire named Armand Hammer decided that this was why he had to go to Moscow.
  - (C) Armand Hammer, a young American millionaire, decided that he had to go to Moscow to help alleviate the famine that followed the Russian civil war.
  - (D) Armand Hammer, a young American millionaire, deciding that he had to go to Moscow because he wished to help alleviate the famine that followed the Russian civil war.
  - (E) A young American millionaire named to Armand Hammer decide that he had to go to Moscow and he wished to help alleviate the famine that followed the Russian civil war.



GO ON TO THE NEXT

38. Wildly unscientific medical remedies, such as bleeding people with leeches, were practiced for centuries, and they showed no sign of doing the patients any good.
- (A) centuries, and they showed  
 (B) centuries that showed  
 (C) centuries, they showed  
 (D) centuries, however, they showed  
 (E) centuries though they showed
39. The novelist Graham Greene is one of Britain's finest authors and the most important collection of his manuscripts is located in Texas, not in England.
- (A) The novelist Graham Greene is one of Britain's finest authors and the most important  
 (B) The novelist Graham Greene being one of Britain's finest authors and the most important  
 (C) Although the novelist Graham Greene is one of Britain's finest authors and the most important  
 (D) Although the novelist Graham Greene is one of Britain's finest authors, the most important  
 (F) The novelist Graham Greene is one of Britain's finest authors; furthermore, the most important
40. The idea of inoculating people with small pox to protect them from later attacks was introduced into Europe by Mary Wortley Montagu, who learned of it in Asia.
- (A) Mary Wortley Montagu, who learned of it in Asia  
 (B) Mary Wortley Montagu, who learned it of them in Asia  
 (C) Mary Wortley Montagu, who learned it of those in Asia  
 (D) Mary Wortley Montagu, learning of it in Asia  
 (E) Mary Wortley Montagu because she learned of it in Asia

**Note: The remaining questions are like those at the beginning of the section.**

Directions: For each sentence in which you find an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space (E) ..

EXAMPLE:

The region has a climate so severe that plants  
A

growing there rarely had been more than twelve  
B C

inches high. No error  
D E

SAMPLE ANSWER

A  B  C  D  E

41. He can't hardly do anything with his right  
A B  
 hand ever since he had his stroke. No error  
C D E
42. Such paintings as the *Mona Lisa* and the  
A  
*Last Judgment* have, over the centuries,  
B  
gained the reputation of being  
C  
a masterpiece of Western art. No error.  
D E
43. This compact car which I rented gives a  
A B  
 different kind of ride than does the heavier  
C D  
 car I drive in the city. No error  
E



44. You will be amazed at the great amount of  
 A B  
 people who will support you as soon as  
 C D  
 they learn the facts in this case. No error  
 E
45. Although we are well aware of the diversity  
 A  
 of African art that exists, sadly one is far  
 B C  
 less conscious of the variety of artistic works  
produced by Afro-Americans both in America and  
 D  
 abroad. No error  
 E
46. The ship had almost completely sank by the time  
 A B C  
 the rescuers arrived on the scene. No error  
 D E
47. Since you do not participate in any of the class  
 A B  
 activities, I must conclude that you are  
 C  
disinterested. No error  
 D E
48. How and when the federal government  
 A  
should take steps to prevent Japanese  
 B  
 computer manufacturers to dump  
 C  
 inexpensive microchips on the American  
 market was the topic explored by the  
 D  
 Senate subcommittee. No error  
 E
49. Turning the pages rapidly does not  
 A B  
guarantee rapid comprehension. No error  
 C D E
50. If he had kept his eyes open, he  
 A B C  
would not have fallen into that trap.  
 D  
No error  
 E

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON  
 THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.

**STOP**

**SECTION 6** Time – 30 minutes  
50 Questions

The questions in this section measure skills that are important to writing well. In particular, they test your ability to recognize and use language that is clear, effective, and correct according to the requirements of standard written English, the kind of English found in most college textbooks.

**Directions:** The following sentences contain problems in grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.

No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that elements of the sentence that are not underlined are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space (E).

EXAMPLE:

The region has a climate so severe that plants

A

growing there rarely had been more than twelve

B

C

inches high. No error

D

E

SAMPLE ANSWER

A  B  C  D  E

- I only bought what was necessary; I was not  
A B C  
extravagant. No error  
D E
- Bailing vigorously, we managed to remain afloat  
A B C  
until we were rescued by the Coast Guard.  
D  
No error  
E
- We had ought to finish our trip before dark because  
A B  
it gets very cold after the sun goes down. No error  
C D E
- It is not you who are at fault; rather, it is I who is  
A B C D  
to blame. No error  
E
- Because of its efficacy in treating many ailments  
A  
and because it has brought about miraculous cures,  
B  
penicillin has become an important addition to the  
C D  
druggist's stock. No error  
E
- After the rain had fallen steadily for five days, then  
A B C  
the football field was a massive sea of mud  
D  
No error  
E
- I cannot force myself to like that kind of a person  
A B C  
because his smugness repels me. No error  
D E
- I believe that story about the fight because he  
A B  
himself had told us the story was true. No error  
C D E
- The ship had almost completely sank by the time  
A B C  
the rescuers arrived on the scene. No error  
D E

GO ON TO THE NEXT

10. Since you do not participate in any of the class activities, I must conclude that you are disinterested.  
 A B C D E
11. Marc Chagall, who recently died, painted many beautiful executed fantasies both in the United States and France. No error  
 A B C D E
12. Although many people complain about his attitude, it seems perfectly all right to myself. No error  
 A B C D E
13. The America's Cup, which was first won by the United States yacht *America*, grew out of the London Exposition of 1951 and now becoming a world yachting championship. No error  
 A B C D E
14. On the contrary, you will find that Ms. Keene is better qualified than him for the executive position. No error  
 A B C D E
15. Sometimes speed reading aids in comprehension, but remember that turning the pages rapidly does not guarantee rapid comprehension. No error  
 A B C D E
16. The Salem witchcraft trials in 1692 inspired Arthur Miller to write *The Crucible*, to serve for a parable for America during the era of McCarthyism. No error  
 A B C D E
17. The fishing fleet left the harbor when the fishermen heard that a school of bluefish were near the wreck. No error  
 A B C D E
18. After five years of booming markets and unparalleled expansion, Wall Street's major securities firms planning to show their growth that has transformed them into sprawling global behemoths. No error  
 A B C D E
19. Neither the reporters nor the editor were satisfied with the salary offer made by the publisher. No error  
 A B C D E
20. Thurgood Marshall made history by becoming the first black Supreme Court Justice when he was appointed of this position by President Lyndon Johnson. No error  
 A B C D E
21. When she spoke with the police, she reported her loss, stating that a large quantity of clothing and of valuable books were missing. No error  
 A B C D E
22. "Babbitt," a term used to describe a typically conservative businessman, was derived from Sinclair Lewis' novel *Babbitt*. No error  
 A B C D E
23. The article was rejected because of its length, verbosity, and because it presented only one point of view. No error  
 A B C D E
24. Because of the triage practice used in hospitals, some of them waiting in the emergency room had been there for more than an hour. No error  
 A B C D E
25. Neither of the defendants were prepared for several of the arguments brought into the open and deftly handled by the prosecution. No error  
 A B C D E


 GO ON TO THE NEXT



**Directions:** In each of the following sentences, some part or all of the sentence is underlined. Below each sentence you will find ways of phrasing the underlined part. Select the answer that produces the most effective sentence, one that is clear and exact, without awkwardness or ambiguity, and blacken the corresponding space on your answer sheet. In choosing answers, follow the requirements of standard written English. Choose the answer that best expresses the meaning of the original sentence.

Answer (A) is always the same as the underlined part. Choose answer (A) if you think the original sentence needs no revision.

**EXAMPLE:**

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

SAMPLE ANSWER  
 A  B  C  D  E

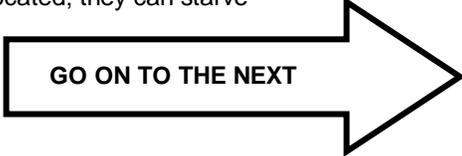
- (A) and she was sixty-five years old then  
 (B) when she was sixty-five years old  
 (C) at age sixty-five years old  
 (D) upon reaching sixty-five years  
 (E) at the time when she was sixty-five

26. With the exception of Frank and I, everyone in the class finished the assignment before the bell rang.
- (A) Frank and I, everyone in the class finished  
 (B) Frank and me, everyone in the class finished  
 (C) Frank and me, everyone in the class had finished  
 (D) Frank and I, everyone in the class had finished  
 (E) Frank and me everyone in the class finished
27. Many middle class individuals find that they cannot obtain good medical attention, despite they need it badly.
- (A) despite they need it badly  
 (B) despite their bad need of it  
 (C) in spite of they need it badly  
 (D) however much their need of it were  
 (E) therefore, they need it badly
28. The form of terrorism that makes diplomats its target reached Sweden in 1975, the West German embassy in Stockholm was seized by Germans linked to the Baader-Meinhof gang.
- (A) 1975, the West German embassy in Stockholm was seized  
 (B) 1975, and the West German embassy in Stockholm was seized  
 (C) 1975, despite the West German embassy in Stockholm was seized  
 (D) 1975, when the West German embassy in Stockholm was seized  
 (E) 1975, the West German embassy in Stockholm's being seized
29. Arlington National Cemetery, the site of the Tomb of the Unknown Soldier, is located on the former Custis estate in Virginia.
- (A) the site of the Tomb of the Unknown Soldier, is located on  
 (B) being the cite of the Tomb of the Unknown Soldier, has been located at  
 (C) where is located the Tomb of the Unknown Soldier, is at  
 (D) being the site of the Tomb of the Unknown Soldier, is at  
 (E) which includes the site of the Tomb of the Unknown Soldier, is located by
30. In the normal course of events, Juan will graduate high school, he will enter college in two years.
- (A) Juan will graduate high school, he will enter  
 (B) Juan will graduate high school and enter  
 (C) Juan will be graduated from high school and enter  
 (D) Juan will have graduated from high school and enter  
 (E) Juan will graduate high school; he will enter

**GO ON TO THE NEXT**



31. It would have been wrong, even had it been possible, to force a parliamentary democracy down the throats of the Iranians.
- (A) wrong, even had it been possible,  
(B) wrong; even had it been possible,  
(C) wrong, it had been even possible,  
(D) wrong, even if possible it had been,  
(E) wrong: even if it had been possible,
32. The number of California condors, decimated by increasing human intrusions into traditional condor breeding grounds, are currently given as fewer than thirty.
- (A) are currently given as fewer than thirty  
(B) currently are given as fewer than thirty  
(C) is currently given as fewer than thirty  
(D) were given currently as fewer than thirty  
(E) are currently going to be given as fewer than thirty
33. Many economists maintain that the current low interest rates not only promote investment in the stock market but also made it more profitable.
- (A) but also made it more profitable  
(B) but also makes it more profitable  
(C) but also made it more able to profit  
(D) but made it also more profitable  
(E) but also make it more profitable
34. Ever since the bombing of Cambodia, there has been much opposition from they who maintain that it was an unauthorized war.
- (A) from they who maintain that it was an unauthorized war  
(B) from they who maintain that it had been an unauthorized war  
(C) from those who maintained that it was an unauthorized war  
(D) from they maintaining that it had been an unauthorized war  
(E) from they maintaining that it had been an unauthorized war
35. During the winter of 1973, Americans discovered the need to conserve energy and attempts were made to meet the crisis.
- (A) discovered the need to conserve energy and attempts were made to meet the crisis  
(B) discovered the need to conserve energy and that the crisis had to be met  
(C) discovered the need to conserve energy and made attempts to meet the crisis  
(D) needed to conserve energy and to meet the crisis  
(E) needed to conserve energy and attempts were made to meet the crisis
36. When one eats in this restaurant, you often find that the prices are high and that the food is poorly prepared.
- (A) When one eats in this restaurant, you often find  
(B) When you eat in this restaurant, one often finds  
(C) When you eat in this restaurant, you often find  
(D) If you eat in this restaurant, you often find  
(E) When one ate in this restaurant, he often found
37. The giving of foreign aid is a tool of national policy, the hoped-for return is often indirect and long term.
- (A) policy, the hoped-for return is often indirect and long term  
(B) policy, however the hoped-for return is often indirect and long term  
(C) policy, though the hoped-for return is often indirect and long term  
(D) policy; albeit the hoped-for return is often indirect and long term  
(E) policy; despite the hoped-for return is often indirect and long term
38. Strict economic sanctions that have been imposed against the Union of South Africa ban investments in that country and numerous metals may not be imported.
- (A) ban investments in that country and numerous metals may not be imported  
(B) ban investments there and the importation of numerous metals  
(C) ban investing there and numerous metals may not be imported  
(D) ban investments in that country, also, numerous metals may not be imported  
(E) ban investing there and numerous metals have not been imported
39. Feeding natural wildlife during fall migration not advocated being that it entices them to stay and possibly starve during the winter.
- (A) not advocated being that it entices them to stay and possibly starve  
(B) is not advocated since it entices them to stay and possibly starve  
(C) is not advocated, being that it entices them to stay, perhaps starving  
(D) has not been advisable because of eating patterns  
(E) is not advocated; they can starve



GO ON TO THE NEXT

40. John was imminently qualified for the position because he had studied computer programming and how to operate an IBM machine.
- (A) imminently qualified for the position because he had studied computer programming and how to operate an IBM machine
- (B) imminently qualified for the position since studying computer programming and the operation of an IBM machine
- (C) eminently qualified for the position because he had studied computer programming and how to operate an IBM machine
- (D) eminently qualified for the position because he had studied computer programming and the operation of an IBM machine
- (E) eminently qualified for the position because he has studied computer programming and how to operate an IBM machine

Note: The remaining questions are like those at the beginning of the section.

Directions: For each sentence in which you find an error, select the one underlined part that must be changed to make the sentence correct and blacken the corresponding space on your answer sheet.

If there is no error, blacken answer space  E .

EXAMPLE:

The region has a climate so severe that plants  
A  
growing there rarely had been more than twelve  
B C  
 inches high. No error  
D E

SAMPLE ANSWER

A  B  C  D  E

41. In accordance with the family's wishes, the doctor  
A  
 did not place the patient on life support systems,  
B  
still merely made him comfortable. No error  
C D E
42. In spite of the Watergate scandal, former President  
A  
 Richard M. Nixon will always be wanting  
B  
to be remembered for his finesse in foreign affairs.  
C D  
No error  
E
43. The increase of working mothers in the labor  
A B  
 force, from 28% in 1976 to 52% in 1984, signals a  
C  
 need for additional social and economic services in  
D  
 the future. No error  
E
44. In 1887, a severe blizzard in the great Plains killed  
A B  
millions of cattle, ending the frontier cattle  
C  
 industry and limiting the need for the cowboy.  
D  
No error  
E
45. Following opposition to some of her rulings, Prime  
A  
 Minister Indira Gandhi was assassinated in  
B C  
 October 31, 1984; she was succeeded by her son,  
D  
 Rajiv. No error  
E



46. I am not too eager to go to this play being that it  
A B C  
did not get good review. No error  
D E
47. The New York Mets won the 1986 World Series  
A  
by defeating the Boston Red Sox during the  
B C  
seventh game in a valiant final effort. No error  
D E
48. The small compact sedan that Carlos rented gives  
A B  
a different kind of ride than does the heavier car  
C D  
he drives in the city. No error  
E
49. Because Maria likes spontaneous feedback, she  
A B  
finds talking to her friends on the telephone a  
C  
pleasure and to write letters an inconvenience.  
D  
No error  
E
50. In the rush to get to the quarterly meeting, one of  
A B  
the board members forgot their presentation.  
C D  
No error  
E

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON  
THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.

**STOP**

Assessment #1

Time – 30 minutes  
 39 Questions  
 (1-39)

**Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding oval on the answer sheet.

**Directions:** The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.  
 No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and fill in the corresponding oval on your answer sheet.

If there is no error, fill in answer oval  E

EXAMPLE:

The other delegates and him immediately  
 A B C  
 accepted the resolution drafted by the  
 D  
 neutral states. No error  
 E

SAMPLE ANSWER  
    C  D E

1. No matter where they came from or what their  
 A B  
 previous lifestyle is, the refugees were grateful  
 C D  
 for having been granted political asylum in the  
 United states. No error  
 E

2. Despite all of the scientific research done in the  
 A  
 last decade, surprising little is known about the  
 B  
 development and the workings of the antibodies  
that protect us from infection and disease.  
 C D  
No error  
 E





**Directions:** The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of phrasing the underlined part. Choice A repeats the original; the other four are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others. Your choice should produce the most effective sentence – clear and precise, without awkwardness 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

SAMPLE ANSWER

○ ● ○ ○ ○ E

20. When played at an extreme volume, you can damage your eardrums with loud music.

- (A) you can damage your eardrums with loud music
- (B) loud music can damage your eardrums
- (C) you could be damaging your eardrums with loud music
- (D) loud music, it can damage your eardrums
- (E) then loud music could be damaging your eardrums

21. Isadora Duncan's style of dance inspired people who had never before been interested in dance.

- (A) people who had never before been interested in dance
- (B) people, and they had never before been interested in dance
- (C) people; before that they had never been interested in dance
- (D) people, and before they had never been interested in dance
- (E) people that dance had never before interested them

22. The problem of antibiotic resistance, frequently compounded in certain countries because the sale and use of antibiotics are not tightly controlled.

- (A) resistance, frequently compounded in certain countries because
- (B) resistance, frequently compounded in certain countries and
- (C) resistance, frequently compounded in certain countries when
- (D) resistance is frequently compounded in certain countries where
- (E) resistance is frequently compounded in certain countries and

23. Burdened with three pieces of luggage and a pair of skis, Sarah's search for a baggage cart was desperate.
- (A) Sarah's search for a baggage cart was desperate
  - (B) Sarah's desperate search was for a baggage cart
  - (C) a baggage cart was what Sarah desperately searched for
  - (D) a baggage cart for which Sarah desperately searched
  - (E) Sarah searched desperately for a baggage cart
24. The thin, crystalline air of New Mexico produces a light of brilliant clarity and intensity and the light has appealed to many artists, including Georgia O'Keeffe.
- (A) intensity and the light has
  - (B) intensity and the light having
  - (C) intensity, a light that has
  - (D) intenseness that had
  - (E) intenseness, it has
25. Today's political candidates may reach wide audiences by appearing on television, but old-fashioned barnstorming still has value because it allows the electorate to meet candidates face to face.
- (A) television, but old-fashioned barnstorming still has value because it allows
  - (B) television, but old-fashioned barnstorming still would have value because of allowing
  - (C) television; however, there is still value in old-fashioned barnstorming by allowing
  - (D) television, old-fashioned barnstorming still having value because it allows
  - (E) television, when old-fashioned barnstorming still has value in allowing
26. When a star begins to "die," it expands into a giant red mass, engulfing what planets, if any, that are in its solar system.
- (A) what planets, if any, that are
  - (B) any planets
  - (C) its planets, if there might be any
  - (D) the planets, if any are
  - (E) whatever the planets may be that are
27. Volcanoes erupted to the east and northeast, showering rocks and ash over the forests in the valley and the tree trunks were buried fifteen feet deep.
- (A) valley and the tree trunks were buried fifteen feet deep
  - (B) valley with the tree trunks having been buried fifteen feet deep
  - (C) valley, and the burying of the tree trunks was fifteen feet deep
  - (D) valley and burying the tree trunks fifteen feet deep
  - (E) valley; burying fifteen feet deep the trunks of the trees
28. Edgar Allan Poe's influence has had a great impact on many later writers who followed him, including the French poet Baudelaire.
- (A) Edgar Allan Poe's influence has had a great impact on many later writers who followed him
  - (B) Edgar Allan Poe's influence has impacted on many later writers
  - (C) Edgar Allan Poe has influenced many later writers
  - (D) The influence of Edgar Allan Poe's was great on many writers
  - (E) Many writers who followed him have felt his influence and impact after Edgar Allan Poe
29. Raised in a large and noisy family, it was only when I went away to college that I learned how refreshing solitude could be.
- (A) it was only when I went away to college that I learned how refreshing solitude could be
  - (B) when I went away to college I learned how refreshing solitude could be
  - (C) going away to college taught me how refreshing solitude could be
  - (D) I did not learn how refreshing solitude could be until I went away to college
  - (E) refreshing solitude was unknown to me until I went away to college

30. Traveling to China in the seventh century were many adventurers, some curious, some ambitious, and greed brought some.
- (A) ambitious, and greed brought some  
 (B) ambitious, and some brought by greed  
 (C) ambitious, and some greedy  
 (D) ambitious, some because of their greed  
 (E) ambitious; brought by their greed
31. Few of us attempt to examine the sources of our most cherished convictions; indeed, there is a natural reluctance to this.
- (A) there is a natural reluctance to this  
 (B) our reluctance for it is natural  
 (C) we are naturally reluctant to do so  
 (D) our being reluctant is a natural thing  
 (E) to do so is something we are naturally reluctant about
32. George Orwell's term "doublespeak" referring to the intentional use of language to confuse or to mislead, such as "revenue enhancement" instead of "tax-increase."
- (A) referring to the intentional use of language  
 (B) referring to language which is intentionally used  
 (C) which refers to intentionally using language  
 (D) refers to the intentional use of language  
 (E) is when language is used intentionally
33. Although now involved in directing a Broadway play, her next film directing job will be an adaptation of a British television series.
- (A) her next film directing job will be an  
 (B) the next film she will direct will be an  
 (C) but she will next direct a film  
 (D) her next directing job will be a film  
 (E) she will next direct a film

**Directions:** The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure and word choice. Other questions refer to parts of the essay or the entire essay and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

**Questions 34-39 are based on the following passage.**

(1) *Until the discovery of the Rosetta stone, the hieroglyphic writing of the ancient Egyptians was indecipherable to scholars. (2) Egyptian hieroglyphic writing died out in the third century A.D. (3) The ancient Egyptian religion died out. (4) Priests were the ones who mostly used this type of writing. (5) For centuries afterward, no one knew how to read the many inscriptions on Egyptian temple walls.*

(6) *Nevertheless, in 1799, the Rosetta stone was found near the town of Rashid (called Rosetta by the English), in the Nile Delta in Egypt. (7) Here was the key to deciphering hieroglyphic writing.*

(8) *The Rosetta stone bears an inscription written in Egyptian hieroglyphs and repeated in a known language, Greek. (9) Giving information about the*

*good deeds of the pharaoh Ptolemy V (203-180 B.C.) during his reign.*

(10) *Most of the work of deciphering the hieroglyphs was done by two scholars, Thomas Young and Jean-François Champollion. (11) Young, who was not only an expert on ancient Egypt but also a noted scientist, was able to show which hieroglyphic signs on the Rosetta stone stood for the name of Ptolemy. (12) Also proving that the signs were read from right to left. (13) This is the same way you read Arabic and Hebrew.*

(14) *Scholars had argued for centuries about whether the hieroglyphs stood for ideas or phonetic sounds. (15) Champollion settled this question. (16) Eventually, using what he had learned from the Rosetta stone, Champollion proved that they represented both ideas and phonetic sounds.*



34. Which of the following is the best way to combine sentences 2,3, and 4 (reproduced below) in order to convey clearly the relationship of the ideas?

*Egyptian hieroglyphic writing died out in the third century A.D. The ancient Egyptian religion died out. Priests were the ones who mostly used this type of writing.*

- (A) Egyptian hieroglyphic writing, used mainly by priests, died out in the third century A.D. along with the ancient Egyptian religion.
- (B) The ancient Egyptian religion died out in the third century A.D. as did Egyptian hieroglyphic writing, and it had been used mainly by priests.
- (C) Egyptian hieroglyphic writing and the ancient Egyptian religion died out in the third century A.D., being used primarily by the priests.
- (D) In the third century A.D., Egyptian hieroglyphic writing died out, but the ancient Egyptian religion's priests were who used it most, and it ceased.
- (E) Dying out in the third century A.D. was Egyptian hieroglyphic writing, the same time as the ancient Egyptian religion and its priests, the primary users.
35. Of the following, which is the best replacement for "Nevertheless" in sentence 6?

- (A) Then  
 (B) And so  
 (C) In addition  
 (D) Yet  
 (E) Consequently

36. In context, which of the following is the best way to phrase the underlined portion of sentence 9 (reproduced below)?

*Giving information about the good deeds of the pharaoh Ptolemy V (203-180 B.C.) during his reign.*

- (A) (As it is now)  
 (B) We are given information on  
 (C) Scholars have information regarding  
 (D) On the stone it describes  
 (E) The inscription tells of

37. Of the following, which is the best way to revise and combine the underlined portions of sentences 12 and 13 (reproduced below)?

*Also proving that the signs were read from right to left. This is the same way you read Arabic and Hebrew.*

- (A) Also proving that the signs were read from right to left, the same as you read  
 (B) Also, the signs were proven to be read from right to left, the same as reading  
 (C) He also proved that the signs were read from right to left, as are words in  
 (D) Young proved that they were read from right to left, as you do words in  
 (E) The fact that the signs were read from right to left was proven, the same as

38. In context, which of the following is the most logical way to end sentence 15 (reproduced below)?

*Champollion settled this question.*

- (A) question, the question was what these signs stand for.  
 (B) question by determining what the signs represented.  
 (C) question and decodes the signs.  
 (D) question, and he and Young proved they were read from right to left.  
 (E) question because he was afraid of disturbing the stone.

39. Which of the following should be done with the fourth paragraph to produce the most logical essay?

- (A) Use it as an introductory paragraph.  
 (B) Put it after the first paragraph.  
 (C) Put it after the second paragraph  
 (D) Leave it where it is.  
 (E) Delete it; it is irrelevant.

**STOP**

**If you finish before time is called, you may check your work on this section only.  
Do not turn to any other section in the test.  
Assessment #2**

**Time – 30 minutes  
39 Questions  
(1-39)**

**Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding oval on the answer sheet.

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.  
No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and fill in the corresponding oval on your answer sheet.

If there is no error, fill in answer oval  E .

EXAMPLE:

The other delegates and him immediately  
A B C  
accepted the resolution drafted by the  
D  
neutral states. No error  
E

SAMPLE ANSWER

E

1. No factor was more instrumental in bringing  
A B  
Ella Fitzgerald's voice on the attention of a large,  
C  
nonjazz audience in the mid-1950's than her  
D  
landmark songbook recording series. No error  
E

2. During the Middle Ages, the center of the Mali  
A  
empire in Africa is the city of Timbuktu, which  
B C  
was renowned for its wealth as well as for its  
D  
distinguished university. No error  
E

3. Standing atop a rocky cliff over 20 feet above  
 the pounding surf, I could hear Marilyn and Julia  
 laughing as she dove gracefully into the ocean  
 below. No error
4. Encouraged by the witches' prophecy,  
 the ambitious Macbeth usurped power  
 with the help of hired assassins. No error
5. We had traveled no more than twenty miles  
 when it became apparent that our supply of  
 gasoline would not be sufficient enough for the  
 trip across the desert. No error
6. The technology used in language laboratories are  
 not necessarily an improvement over older  
 teaching techniques that involved considerable  
 interaction between student and teacher. No error
7. Widely differing characteristics can be observed  
 in children born to the same parents and raised  
underneath similar conditions. No error
8. Many men and women whose accomplishments  
 might otherwise have gone unrecognized are  
 finally receiving the notice they deserve from  
 scholars in the field of labor history. No error
9. The aerospace industry was warned repeatedly  
 that the program of moon flights were likely to be  
greatly curtailed. No error
10. Only after extensive analysis of carefully  
 coordinated data have researchers concluded that  
 daytime headlight operation may help reduce  
 motorcycle fatalities. No error
11. Many family friends say the physical resemblance  
 between my brother and I is more striking than  
 the resemblance between most siblings. No error
12. Kerosene lamps came into use in the 1850's and  
 are still widely used in locations where neither  
 electricity nor gas for lamps are available.  
No error

13. Because Sarah is keenly motivated and very  
A  
 intelligent, she assumes that her average in the  
B  
 course will be higher than any other student.  
C D  
No error  
E
14. Elaine prides herself with her ability to speak  
A B  
 Italian fluently, a skill that she learned as a child  
C  
living in Rome. No error  
D E
15. The enormous investment that P.T. Barnum  
had to make in order to purchase and transport  
A  
 Jumbo were recovered within a week after the  
B C  
 elephant had been placed on display. No error  
D E
16. Indisputably, technological booms create short-  
A  
 ages-of science teachers, and, until educational  
B  
 salaries match industry, these shortages  
C  
will continue. No error  
D E
17. Although none of the students had heard of it  
A  
 before, the theory to which the physics lecturer  
B  
inferred is one commonly accepted by eminent  
C D  
 scholars. No error  
E
18. Balloon angioplasty is often the preferred method  
A  
to remove fatty deposits in major heart arteries,  
B  
replacing heart bypass surgery, which is a  
C  
more invasive procedure. No error  
D E
19. Although the ports have the facilities to handle  
A  
 grain cargoes, the roads have been almost totally  
B C  
 destroyed by the war, and it makes distribution  
D  
 of the grain difficult. No error  
E

**Directions:** The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of phrasing the underlined part. Choice A repeats the original; the other four are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others. Your choice should produce 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.

- (F) and she was sixty-five years old then
- (G) when she was sixty-five
- (H) at age sixty-five years old
- (I) upon the reaching of sixty-five years
- (J) at the time when she was sixty-five

SAMPLE ANSWER  
     E

20. Leon Wilson's new children's book has little educational value, but one that does provide considerable entertainment.

- (A) but one that does provide
- (B) but it does provide
- (C) but that does provide
- (D) however providing
- (E) however that does provide

21. Several of the volunteers worked unceasing for raising the money necessary to preserve the historic building.

- (A) worked unceasing for raising
- (B) worked unceasing to raise
- (C) worked to raise unceasingly
- (D) worked unceasingly for raising
- (E) worked unceasingly to raise

22. Stephanie was nervous at the outset of the spelling competition, having shown admirable composure once the contest got under way.

- (A) having shown admirable composure once the contest got
- (B) but she showed admirable composure once the contest got
- (C) but showing admirable composure once the contest got
- (D) once she showed admirable composure when the contest got
- (E) however, she showed admirable composure when the contest had been

23. The stories of famous industrialists and their families, reminiscent of Homer's tales of gods and heroes in that greed, generosity, hatred, and love take on epic proportions.
- (A) families, reminiscent
  - (B) families are reminiscing
  - (C) families are reminiscent
  - (D) families reminiscing
  - (E) families, reminiscences
24. Strolling on the wooden walkway above the swamp, right beneath them an alligator surfaced.
- (A) right beneath them an alligator surfaced
  - (B) there was an alligator surfacing right beneath them
  - (C) an alligator surfaced right beneath them
  - (D) they saw an alligator surface right beneath them
  - (E) they saw right beneath them an alligator surfaced
25. The use of videotape has made it possible for sports broadcasts to be instructive as well as entertain.
- (A) as well as entertain
  - (B) and being entertaining as well
  - (C) as well as entertaining
  - (D) and entertains as well
  - (E) as well as entertainment
26. In the 1920's a group of Black poets broke with English literary tradition; they celebrated the values of their own heritage instead of those favored by English poets.
- (A) tradition; they celebrated
  - (B) tradition, which allowed them to celebrate
  - (C) tradition, their idea was to celebrate
  - (D) tradition, and so they would celebrate
  - (E) tradition, in this way leading to the celebration of
27. Whether there is a scientific basis to the alleged healing benefit of copper for individuals with arthritis remains unknown, and for some reason many arthritic people have been helped by wearing copper bracelets.
- (A) and for some reason
  - (B) for some reason
  - (C) and that for some reason
  - (D) but for some reason
  - (E) that for some reason
28. American political tradition allows an idea, no matter what its age, to be proclaimed as new when unearthed and proposed by a new office-seeker under new circumstances.
- (A) to be proclaimed as new when unearthed
  - (B) that is unearthed as new to be proclaimed
  - (C) to have been proclaimed as new when unearthed
  - (D) to be unearthed as new when proclaimed
  - (E) which one can proclaim as new when unearthed
29. Obsessed with pleasure and material possessions, the collapse of that ancient civilization was brought about by its wealthy classes.
- (A) the collapse of that ancient civilization was brought about by its wealthy classes
  - (B) the collapse of that ancient civilization has been brought about by its wealthy classes
  - (C) that was the ancient civilization its wealthy classes caused to collapse
  - (D) the wealthy classes of that ancient civilization has brought about their collapse
  - (E) the wealthy classes of that ancient civilization brought about its collapse

30. If indifference to inequities exist among some employers, awareness of these inequities has grown in society as a whole.
- (A) If indifference to inequities exist  
 (B) Although indifference to inequities exists  
 (C) Where indifference for inequities exists  
 (D) Although indifferences about inequities exist  
 (E) Although indifference for inequities exists
31. The speaker's aggressive manner had been irritating to some and he was tactful after several unpleasant encounters.
- (A) had been irritating to some and he was  
 (B) had been irritating to some; but he had been  
 (C) had been irritating to some; however, he became more  
 (D) irritated some, while he was  
 (E) irritated some, however he became
32. Letterpress is the oldest method of printing, it was used for hundreds of years before other, more modern methods began to supplant it.
- (A) it was used  
 (B) though it was used  
 (C) thus used  
 (D) used  
 (E) and used
33. Juggling two careers is common among state legislators, the majority of them serve in states where the legislature is in session only part of the year.
- (A) of them serve  
 (B) of them are serving  
 (C) which serve  
 (D) of whom serve  
 (E) serve

**Directions:** The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure and word choice. Other questions refer to parts of the essay or the entire essay and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on you answer sheet.

**Questions 34-39 are based on the following passage.**

(1) In the mid-1930's, an archaeologist discovered evidence that humans lived in a cave in the Sandia Mountains in New Mexico more than 25,000 years ago. (2) This discovery stirred interest for more than one reason.

(3) If, in fact, the Sandia humans lived more than 25,000 years ago. (4) This would make their culture more than twice as old as any previously discovered Paleolithic New World culture.

(5) Second was the spearpoints found in the cave; they did not resemble any New World spearpoints. (6) Instead, they looked like an Old World type, called Solutrean, which had previously been found in Spain

(8) Eventually, careful investigation indicated that bones of woolly mammoths found in the cave had been deliberately planted there. (9) Then some archaeologists showed that the Solutrean spearpoints had also been planted. (10) Archaeologists have since argued that a Sandia culture did not exist. (11) They base their assertions on the fact that evidence of an ancient culture is typically found in many locations. (12) Not being the case with the Sandia discovery.

(13) The original discoverer of Sandia culture went on to a career marked by fame and fortune. (14) Today, his discovery is virtually discredited.

and France. (7) *The spearpoints suggesting a Sandia migration from Europe to the New World thousands of years earlier than had been thought.*

34. Which is the best sentence to insert before sentence 3 to begin the second paragraph?
- (A) Because of the Sandia evidence they had to adjust their theories about the New World.
  - (B) First of all, the evidence contradicted current beliefs about the history of cultures in North America.
  - (C) As a result of what he found in the cave, the archaeologist became famous.
  - (D) Finding undisturbed evidence of ancient cultures in the desert Southwest is close to impossible.
  - (E) Obviously, you would have to use sound scientific dating techniques on such evidence.

35. Which of the following is the best way to revise the underlined portions of sentences 3 and 4 (reproduced below) in order to combine the sentences?

*If, in fact, the Sandia humans lived more than 25,000 years ago. This would make their culture more than twice as old as any previously discovered Paleolithic New World culture.*

- (A) ago, you would expect that their culture is
  - (B) ago, making their culture
  - (C) ago, their culture would be
  - (D) ago; this proves their culture was
  - (E) ago; therefore their culture is
36. In context, which of the following best replaces "Second was" in sentence 5?
- (A) Secondly, was
  - (B) Second of all are
  - (C) In addition, were
  - (D) A second issue concerned
  - (E) Another detail that might have been overlooked was

37. In context, which is the best version of the underlined portion of sentence 7 (reproduced below)?

*The spearpoints suggesting a Sandia migration from Europe to the New World thousands of years earlier than had been thought.*

- (A) (as it is now)
  - (B) seeming to suggest a Sandia migration
  - (C) suggested that they migrated to the Sandia mountains
  - (D) have suggested the migration of Sandia people
  - (E) suggested that Sandia people had migrated
38. In context, which is the best version of the underlined portion of sentence 12 (reproduced below)?

*Not being the case with the Sandia discovery.*

- (A) (As it is now)
  - (B) Which is not true of
  - (C) That pattern did not apply to
  - (D) But not so for
  - (E) And they couldn't say that about
39. Where is the best place to insert the following sentence?

*They had been placed there in an effort to mislead scientists?*

- (A) After sentence 1
- (B) After sentence 4
- (C) After sentence 5
- (D) After sentence 8
- (E) After sentence 11

**S T O P**

If you finish before time is called, you may check your work on this section only.  
Do not turn to any other section in the test.

**WRITING TEST: ESSAY**

## THE WRITING SECTION

### Overview

| Time       | Content                                                                             | Item Types | Score   |
|------------|-------------------------------------------------------------------------------------|------------|---------|
| 50 minutes | Grammar, usage, Multiple choice questions and word choice and student-written essay |            | 200-800 |

Writing is a core skill needed for success in both college and the workplace. The writing section reinforces the importance of writing skills throughout a student's education and supports the academic achievement of all students, bolstering their chances for academic success in college.

Questions similar to the multiple-choice questions on the SAT II: Writing Subject Test and on the PSAT: Test of Standard written English will be included to see how well students use standard written English. The multiple-choice questions will test students' ability to identify sentence errors, improve sentences, and improve paragraphs.

### The Essay

Students will be asked to write an essay that requires them to take a position on an issue and use examples to support their position. The essay section will assess students' ability to write on demand. The College Board and ETS recognize that an essay written in a short amount of time will not be polished, but represents the initial phase of the writing process: the first draft. You will have about 25-30 minutes to complete your essay.

The essay is designed to give you an opportunity to show how well you can write. You should, therefore, take care to express your thoughts on the topic clearly and effectively. How well you write is much more important than how much you write, but to cover the topic adequately, you will probably need to write more than one paragraph. Be as specific as possible.

When you take the SAT, you will be required to write your essay on the lines provided on your answer sheet (about two pages). You will receive no other paper on which to write. You will find that you have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. It is important to remember that what you write will be read by someone who is not familiar with your handwriting. Try to write or print so that what your writing is legible to the reader.

Before you attempt to respond to SAT essay topics, it would be a good idea to look at a sample essay topic and a few sample essays written by students who have actually taken the SAT.

Your teacher will go over the SAT essay scoring rubric with you. You will then have an opportunity to read six sample essays, score them, and discuss them with your teacher

and with your classmates.

### **SCORING RUBRIC**

#### **SCORE OF 6:**

- Effectively and insightfully addresses the writing task
- Is well organized and fully developed, using clearly appropriate examples to support ideas
- Displays consistent facility in the use of language, demonstrating variety of sentence structure and range of vocabulary

#### **SCORE OF 5:**

- Effectively addresses the writing task
- Is generally well organized and well developed, using appropriate examples to support ideas
- Displays facility in the use of language, demonstrating some syntactic variety and range of vocabulary

#### **SCORE OF 4:**

- Addresses the writing task
- Is well organized and adequately developed, using examples to support ideas
- Displays adequate but inconsistent facility in the use of language, presenting some errors in grammar or diction
- Presents minimal sentence variety

#### **SCORE OF 3:**

- Inadequate organization or development
- Inappropriate or insufficient details to support ideas
- An accumulation of errors in grammar, diction, or sentence structure

#### **SCORE OF 2:**

- Poor organization
- Thin development
- Little or inappropriate detail to support ideas
- Frequent errors in grammar, diction, and sentence structure

#### **SCORE OF 1:**

- Very poor organization
- Very thin development
- Usage and syntactical errors so severe that meaning is somewhat obscured

Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed.

*The ways in which people see themselves and the ways in which others see them often come into conflict.*

**Assignment:** What happens when an individual's or a group's sense of identity is contradicted by the views of others? Explain your response in an essay using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

34

|       |       |   |   |   |   |   |   |   |   |   |   |
|-------|-------|---|---|---|---|---|---|---|---|---|---|
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|       | Month | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |

**DO NOT WRITE IN THIS AREA.**

7 8 7 3 4 0 3

1 2 3  
4 5 6  
Topic Code  
**XIA**

**Sample Essay # 1**

all rights reserved. The College Board has the authorized right to sub, reproduce, and publish my writing sample for educational research and non-commercial purposes. My name not be used in any way in connection with my writing sample. I understand that I am free to mark "No," with no effect on my score.  Yes  No

**Part A (Writing Sample)** Begin your composition on this side. If you need more space, continue on the reverse side.

One's sense of identity is a very important thing. When others conflict with your own sense of identity, it can lead to very heated arguments or in some cases, full blown battles. This is true of what is happening today in the nation of Israel. Both Jews and Palestinians see the nation as the land of their ancestors. Both groups also see Jerusalem as their holy capital city. These groups identify themselves and their history with the Holy Land and the city of Jerusalem. Each group feels they have a historical and a holy right to the land. While identifying themselves with the area, each group feels that others have no place there. It is due to these conflicting views, among other things, that the present intifada is occurring. The Jews control the land in dispute and because of this they feel the Palestinians have no rights to it. The Palestinians feel like their homeland was stolen when Israel

Continue on the reverse side if necessary.

Sample Essay # 1 (cont'd.)

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

gained independence in 1948. Thus, they see themselves as rightful rulers to the land that comprises Israel. The Israeli government obviously believes they have a right to the land because of what transpired in Biblical times. This has led to the oppression of the Palestinian people. They live in poverty inside refugee camps or in ramshackle tenements surrounding Jewish settlements and neighborhoods. Palestinian protests go unheeded as the distraught youths are gunned down by overwhelming Jewish military forces. It is easy to see that when groups have differing views on identity, the more powerful group has the power to forcibly oppress and subdue the views of others. It is unfortunate that one's sense of identity can be stripped from them using brute force, but this, unfortunately, is the world we must live in.

Last Name  
First 2 letters  
M O

DO NOT WRITE IN THIS AREA. FOR ETS USE ONLY.

|   |               |                     |                           |
|---|---------------|---------------------|---------------------------|
| R | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L C |
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| S | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L C |
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| T | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L C |
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**Sample Essay #2**

One's sense of Identity is something very personal and private. That view is impressionable, fragile and can be altered by either the complimenting or the opposing viewpoints of others. Those viewpoints shape the person as a whole and denial of that process only leads to a more despicable fate. Groups in history have enacted this reality since the beginning of civilizations and will continue to do so as long as mankind remains vulnerable and human.

In ancient Egypt, a group of Jews escaped the tyranny of their oppressor Pharaoh and fled to Israel. They called this the Holy Land and considered it to be a trademark of their identity. Later in time, after many battles and wars, they were granted statehood and the land was recognized as being theirs. Another group, the Palestinians, whom had settled there after the Jewish persecution was raped of what they considered their home and part of their identity. This led to vigilance and war over the land that represented both of their identities. Self discipline was squandered, love and care forgotten, and a fight emerged over two conflicting views on group self identity.

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Using the essay scoring rubric, give this essay a grade. In addition, comment upon two positive things about this essay and two areas for improvement:

Grade: \_\_\_\_\_

Two good things about this essay are: \_\_\_\_\_

\_\_\_\_\_

Two things in this essay that need improvement are: \_\_\_\_\_

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Page 4

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Sample Essay # 2

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| X          | Y | N |
| X          | Y | N |
| Topic Code |   |   |
| X1A        |   |   |

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Z

Part A (Writing Sample) Begin your composition on this side. If you need more space, continue on the reverse side.

One's sense of Identity is something very personal and private. That view is impressionable, fragile and can be altered by either the complimenting or the opposing viewpoints of others. Those viewpoints shape the person as a whole and denial of that process only leads to a more dispicable fate. Groups in history have enacted this reality since the beginning of civilizations and will continue to do so as long as mankind remain vulnerable and human.

In ancient Egypt, a group of Jews escaped the tyranny of their oppreser Pharaoh and fled to Israel. They called this the Hdy Land and considered it to be a trademark of their identity. Later in time, after many battles and wars, they were granted statehood and the land was recognized as being theirs. Another group, the Pallestinians, whom had settled there after the Jewish persecution was raped of what they considered their home and part of their identity. This led to vigilance and war over the land that represented both of their identities. Self discipline was squandered, love and care forgotten, and a fight emerged over two conflicting views on group self identity.

Continue on the reverse side if necessary.

**Sample Essay #3**

Throughout history numerous groups have evolved with distinct ideas, beliefs, and sense of identity. At the same time, other groups have opposed or disregarded the philosophies of others. One of the most known and common examples of a persecuted set of people is the Jews, who have experienced anti-semitism since about 20 A.D. Plainly due to the fact that this religious group believes in different philosophies, they have endured pain from opposing religions and nationalities. Thus, the Jews' sense of identity has been contradicted almost since the beginning of recorded time.

Originating in an area known as Palestine in the Middle East, the Jewish people have been forcefully driven from one home to another. In fact, before the Balfour Declaration of 1917 and the creation of Israel in 1948, Jews had no homeland; this was a significant part of the reason why they have been treated with such bias. The Germans had Germany, the French had France, the Italian Catholics had Italy, and, prior to the creation of the Jewish state, the Jews had nowhere. Since the monotheistic people did not have a haven where they were truly accepted, other groups treated them disgustingly, especially through scapegoating.

Probably the most horrifying act of blaming the Jews for national problems occurred in the early 1940's in Nazi Germany during World War II. During this event, the Jews were brutally torched and murdered in Nazi death camps, primarily in Poland. The in-humane aspect of the Holocaust was that Jews were massacred simply because their ideology differed from Adolf Hitler and the rest of his party. In this situation, Hitler scapegoated the Jews by declaring they were responsible for Germany's economic, political, and social hardships of the 1930's. Clearly, the Jewish faith differed from the views of Nazis and this peaceful opposition resulted in the killing of over six million Jews.

All in all, since the Jews follow and believe in ideas unlike others, they have been brutally harmed throughout history. Hitler and Nazi Germany harshly treated them because their faith involved ways of living which Hitler did not agree with. In conclusion, when a group such as the Jews publically reveres and practices their beliefs, conflicting people have attempted to eliminate them.

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Using the essay scoring rubric, give this essay a grade. In addition, comment upon two positive things about this essay and two areas for improvement:

Grade: \_\_\_\_\_

Two good things about this essay are: \_\_\_\_\_  
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Two things in this essay that need improvement are: \_\_\_\_\_  
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X Z N  
X Z N

Sample Essay # 3

Topic Code  
X1A

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Part A (Writing Sample) Begin your composition on this side. If you need more space, continue on the reverse side.

Throughout history, numerous groups have evolved with distinct ideas, beliefs, and sense of identity. At the same time, other groups have opposed or disregarded the philosophies of others. One of the most known and common examples of a persecuted set of people is the Jews, who have experienced anti-semitism since about 20 A.D. Plainly due to the fact that this religious group believes in different philosophies, they have endured pain from opposing religions and nationalities. Thus, the Jews' sense of identity has been contradicted almost since the beginning of recorded time.

Originating in an area known as Palestine in the Middle East, the Jewish people have been forcefully driven from one home to another. In fact, before the Balfour Declaration of 1917 and the creation of Israel in 1948, Jews had no homeland; this was a significant part of the reason why they have been treated with such bias. The Germans had Germany, the French had France, the Italian Catholics had Italy, and, prior to the creation of the Jewish state, the Jews had nowhere. Since the monotheistic people did not have a haven where they were truly accepted, other groups treated them disgustingly, especially through scapegoating.

Continue on the reverse side if necessary.

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**Sample Essay #4**

Often times, the ways in which people see themselves and the ways in which others see them often come into conflict. I am a shining example of this statement. Throughout my life, I have always been perceived as someone other than who I am. Therefore, I would always strive to fight off misconceptions about my identity, rather than attempt to let my true self to shine through.

During my years in elementary school and middle school, I was always thought of as “the smart one” I can recall an activity my guidance class participated in, where we had to pass around a paper about each person and write down one nice thing to say about that individual. While many of my peers had a variety of adjectives on their papers, I had only one word written over and over: smart. This upsetted me greatly because although I did identify with the intelligence I possessed, I did not think of it as a defining characteristic. Thus, I spent all my time in middle school trying to expel all the stereotypes about myself, all the while preventing myself from discovering what really was my defining characteristic.

However, all of this changed when I went to high school. I attended Central High School, a magnet school where intelligence was required for acceptance. Therefore, everyone of my peers was smart, and my former identity as “the smart one” disappeared, since my fight to end stereotypes about myself was over, I was forced to discover things about myself I had never known. I learned what makes me an individual, what makes me who I am.

The way people saw me came into conflict with the way that I saw myself. It impeded the development and discovery of my own character. It prevented me from finding out what makes me an individual, what makes me unique. Only after these stereotypes were lifted was I able to discover my sense of identity.

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Using the essay scoring rubric, give this essay a grade. In addition, comment upon two positive things about this essay and two areas for improvement:

Grade: \_\_\_\_\_

Two good things about this essay are: \_\_\_\_\_

\_\_\_\_\_

Two things in this essay that need improvement are: \_\_\_\_\_

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Page 4

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Sample Essay # 4

Topic Code  
XIA

My name

B

will not be used in any way in connection with my writing sample. I understand that I am free to mark "No," with no effect on my score.  Yes  No

Part A (Writing Sample) Begin your composition on this side. If you need more space, continue on the reverse side.

Often times, the ways in which people see themselves and the ways in which others see them often come into conflict. I am a shining example of this statement. Throughout my life, I have always been perceived as someone other than who I am. Therefore, I would always strive to fight off mis conceptions about my identity, rather than attempt to let my true self to shine through.

During my years in elementary school and middle school, I was always thought of as "the smart one." I can recall an activity my guidance class participated in, where we had to pass around a paper about each person and write down one nice thing to say about that individual. While many of my peers had a variety of adjectives on their papers, I had only one word written over and over: smart. This upsetted me greatly because although I did identify with the intelligence I possessed, I did not think of it as a defining characteristic. Thus, I spent all

Continue on the reverse side if necessary.

**Sample Essay #5**

As a teenager, I have difficulty grasping to my identity. Surrounded by so many diverse environments throughout the day, from school to family, I face obstacles in developing my personality. Sometimes, friends, family, and school contrast the views I hold of myself.

Although I have known my friends for years, they possess little knowledge of who I am. They perceive me as an innocent girl who does not speak her mind because of weakness. However, they do not understand my reason for silence. In arguments, I believe my silence reveals the strength of my character, for in rash moments, I say things I regret. Therefore, my lack of words is a positive aspect of my personality.

I feel similar emotions in my family. They believe I have a lack of responsibility, yet in school, I hand my assignments in on time and I am a high achiever. Because of my acedemical success, I think I have responsibility gripped tightly in my hands. However, in the home, I forget miniscule tasks and that is all my parents see. They do not know the amount of other work I need to accomplish. They may view as lazy.

Despite this, I never allow others to affect my personality. I know who I am and although I may have times of doubts, that will not change.

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Using the essay scoring rubric, give this essay a grade. In addition, comment upon two positive things about this essay and two areas for improvement:

Grade: \_\_\_\_\_

Two good things about this essay are: \_\_\_\_\_

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Two things in this essay that need improvement are: \_\_\_\_\_

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Sample Essay # 5

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| X          | 2 | 3 |
| Topic Code |   |   |
| X1A        |   |   |

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DDD

Part A (Writing Sample) Begin your composition on this side. If you need more space, continue on the reverse side.

As a teenager, I have difficulty grasping to my identity. Surrounded by so many diverse environments throughout the day, from school to family, I face obstacles in developing my personality. Sometimes, friends, family, and school contrast the views I hold of myself.

Although I have known my friends for years, they possess little knowledge of who I am. They perceive me as an innocent girl who does not speak her mind because of weakness. However, they do not understand my reason for silence. In arguments, I believe my silence reveals the strength of my character, for in rash moments, I say things I regret. Therefore, my lack of words is a positive aspect of my personality.

I feel similar emotions in my family. They believe I have a lack of responsibility, yet in school, I hand my assignments in on time and I am a high achiever. Because of my academic success, I think I have responsibility gripped tightly in my hands. However, in the home, I forget minute tasks and that is all my parents see. They do not know the amount of other work I need to accomplish. They may view as lazy.

Despite this, I never allow others to affect my personality. I know who I am and although I may have times of doubts, that will not change.

Continue on the reverse side if necessary.

**Sample Essay #6**

In a world where Americans are told from childhood to “be ourselves”, we certainly aren’t given support to that end. As my English teacher once noted, “When your employer tells you to wear a white shirt, you wear a white shirt.” Society is constantly comparing us to the norm. What we must wonder is what happens when we don’t into our box?

At my prep school, the byword in the admissions department is “safe”: smart, athletic, shallow, and unquestioning of mold we are pushed into as surely as we are lead towards graduation. My friend, Emily, was accepted into the school for her grades and test scores. However, the school got more than it bargained for in her.

Emily is an old school punk. Her hair is short and spiked, her jewelry of choice is a bondage collar, and her wardrobe consists of band t-shirts for “The Descendants” and “The Sex Pistols”: nothing blatantly offensive or forbidden in our teacher’s favorite book *The Student’s Book of Rules*, but certainly not mainstream. Emily is also (some would say “despite appearances”) an honor roll student and plays 2 varsity sports. She is also the sweetest person I know.

One day, she was pulled aside by the headmaster of my school and told, “You are not projecting the message...we’d like to portray.” Apparently, admissions couldn’t accept her clothing and personality as part of her. I was shocked when Emily came to me in tears with this story. Putting my arms around her, I rocked her back and forth, looked her in the eyes, and said, “Emily, if there were more people like you, maybe the goose-stepping would have stopped a lot sooner. You believe in yourself. If everyone else was as strong as you, we would be living in the free, diverse society imagined by our forefathers and people wouldn’t have numbers tattooed on their forearms, left as memories of the ultimate conformists, the Nazis.”

Using the essay scoring rubric, give this essay a grade. In addition, comment upon two positive things about this essay and two areas for improvement:

Grade: \_\_\_\_\_

Two good things about this essay are: \_\_\_\_\_

\_\_\_\_\_

Two things in this essay that need improvement are: \_\_\_\_\_

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Sample Essay # 6

X O N  
X O N

Topic Code  
**X1A**

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Part A (Writing Sample)

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

In a world where <sup>Americans</sup> are told from childhood to "be ourselves," we certainly aren't given support to that end. As my English teacher once noted, "When your employer tells you to wear a white shirt, you wear a white shirt." Society is constantly comparing us to the norm. What we must wonder is, what happens when we don't fit into our box?

At my prep school, the keyword in the admissions department is "safe": smart, athletic, shallow, and unquenching of mind we are pulled into as surely as we are lead towards graduation. My friend, Emily, was accepted into the school for her grades and test scores. However, the school got more than it bargained for in her.

Emily is <sup>an absolute</sup> punk. Her hair is short spiked, her jewelry of ~~your~~ choice is a bondage collar, and her wardrobe consists of band t-shirts for "The Descendants" and "The Sex Pistols"; nothing blatantly offensive or forbidden in our teacher's favorite book *The Student's Book of Rules*, but certainly not mainstream. Emily is <sup>also</sup> (some would say "despite appearance") an honor roll student and plays 2 varsity sports. She is also the sweetest person I know.

One day, she was pulled aside by the headmaster of my school and told, "You are not projecting the image we'd like to portray." Apparently, admissions couldn't accept her clothing and personality as part of her.

I was shocked when Emily came to me in tears with this story. Putting my arms around her, I rocked her back and forth, locked

Continue on the reverse side if necessary.

Sample Essay # 6 (cont'd.)

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

Page 3

her in the eyes, and said, "Emily, if there were more people like you, maybe the goose-stepping world have stopped a lot sooner. You believe in yourself. If everyone else was as strong as you, we would be living in the free, diverse society imagined by our forefathers and people wouldn't have numbers tattooed on their forearms, left as memories of the ultimate conformists, the Nazis."

Last Name  
First 2 letters

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**Tips for writing the essay:**

Although the essay prompt may tell you to “Explain your response in an essay using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation,” your best bet is to write about your own experiences and observations. You should think about personal decisions you have had to make, situations you have experienced, and something you learned from your experiences.

Your personal narrative should, of course, use the pronoun “I”. Whenever possible, include quotes from others or yourself.

Of course, if you have sufficient knowledge about an event from history or current events that works for the essay topic, use it.

Make your writing as natural as possible so that your true voice comes through. Don’t use a stilted or pompous tone in your essay.

Don’t begin your essay with a restatement of the writing prompt. Instead, grab the reader’s attention. Make the reader feel compelled to read your essay. You may open with a quote to accomplish this.

Be sure to show the reader what you are talking about. Don’t simply tell the reader what you mean. Put another way, include sensory details so that the reader can “hear” what you heard, “see” what you saw, “feel” what you felt, “taste” what you tasted, and “smell” what you smelled.

Conclude with a bang. Leave your reader with something to think about: **“The tears in her eyes reflected mine, but I had no regrets. She was safe.”**

Vary your sentence structure. Use quotes when appropriate. Use complex sentences when appropriate. Use short sentences when appropriate.

Demonstrate a range of vocabulary knowledge. Use SAT words when appropriate, but do not feel compelled to use every SAT word you know. Your use of sophisticated vocabulary should be natural, rather than bombastic, forced, or excessive.



**Comparison and Contrast**

Now that you have written a practice essay, it is a good idea to evaluate your own work.

Using the SAT Rubric, give yourself a grade: \_\_\_\_\_

What is good about your essay? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How could you improve this essay? \_\_\_\_\_

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\_\_\_\_\_

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Now that you have evaluated your own essay, read a sample essay written by another student responding to the same prompt. This essay earned a 12 (a perfect score – it was given sixes by two independent readers). Read and consider the line-by-line analysis of this essay.

Once you have read the sample essay and analysis, re-evaluate your own essay. Would you give your essay the same score as above? Why or why not? What additional areas of improvement do you recommend for your own essay?

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(1) "Are you cutting yourself, Rachel?" I asked, my throat closing around my words. "Yes, she answered, looking me straight in the eye, smiling like it was no big deal. My hands gripped my shins tightly as I curled into the chair, two feet from where she was sitting on her bed, toying with a stuffed animal. (2) Somehow I managed to be calm and rational, even as she showed me the cuts she had made, even as she spoke about her thoughts of suicide, even as I was tempted to reach across the gap and shake her, screaming "what are you DOING to yourself?" (3) I was a junior in high school and a "monitor," an RA type of figure that lives with the underclassman to help them adjust to the rigors of boarding school life. Rachel was one of these freshmen; she lived down the hall and became that little sister I never had. (4) But in her confession, Rachel had put me in a position that was bigger than both of us combined. (5) Sitting in that room, I could feel the responsibility bearing down on my chest, tight and oppressive. (6) I did not know how to fix this problem for Rachel; this was not the typical boy trauma or a homework mistake. One of my responsibilities as a monitor was to keep these girls safe and healthy, but I could not erase the slashes that Rachel had inflicted upon herself, I couldn't smooth away the scars. (7) Rachel needed help and I couldn't give it to her. I needed to tell someone. (8) But as I left that room, promising that we would talk tomorrow, all I could imagine was the betrayal I would be committing, the trust I would be breaking if I DID go to a teacher with this information. (9) I spent a sleepless night thinking of the way Rachel would forever look at me through distrusting eyes. (10) But I finally decided that I would not, COULD not, allow this poor girl to keep hurting herself in silence. (11) Even if it meant she would never confide in me again, she needed the help that I was unable to supply. (12) So I told.

(13) "I trusted you!" she yelled at me the next day, her cheeks blotched red. "They're making me see a shrink and I might have to leave school because I told you something in confidence. I HATE you."

(14) The tears in her eyes reflected mine, but I had no regrets. (15) She was safe.

1. The essay starts with a quote. While it is not always advisable to start an essay with a quote, this isn't your everyday English class essay. If the topic lends itself at all, a quote is a great, eye-catching way to start an essay. It grabs the interest of your reader/audience right away. In this section, the author also helps set the scene. The reader can picture the two characters as they were at the time of the story. The details are not overwhelming, but they certainly help set the mood of this piece -- "hands gripped...tightly"; "I curled into the chair". These are details that convey a sense of both fear and urgency to the reader.

2. In this section, the author uses parallel structure beautifully. Here, the author manages to convey the fear for Rachel, using a series of phrases, all starting with the word "even" to show the equal importance of all the thought expressed. The use of parallel structure also shows a sophistication in the facility of language that helps to make this essay a "6".

3. At this point, the author goes back and fills in the gaps in the story. We, the audience, find out that Rachel was young, 14 or 15 at most, went to boarding school, and had a very close relationship with the author. All of these things factor into the author's eventual choice and are important for the audience to know. The author manages to convey these important details while not taking away from the story he or she is trying to tell.

4. Here the author does two different things that make many English teachers cringe. First, the author starts a sentence with a conjunction --BUT; second, the author uses a cliché--"bigger than both of us combined". While in an English class, these two things may very well lower the grade you would receive on an essay, here they both work. This is NOT a 5 paragraph essay. The usual conventions need not apply. It is the

- sophistication in the facility of language that the reader is looking for. In this case, these two writing no-no's work to the author's benefit. (Even if I do believe there was a better way to state what he or she was trying to say without resorting to cliché, but then again, the author did only have 20 minutes to write this.)
5. The author brings the audience back to that moment, back to the room, and back to the decision that he or she must make in this sentence. It is in the last three words of the sentence that he or she once again shows sophistication in the use of language with the placement of the modifiers, after the word that they are modifying. The placement of "tight and oppressive" helps to paint an image for the reader that helps to convey the choice that the author now faces.
  6. In this section, the author considers his or her responsibility to Rachel and the seeming lack of experience on the author's side in dealing with something really serious. Once again, the author shows complexity in writing by using parallel structure ("could not erase, couldn't smooth") to show reasoning in how the author reached the decision that is about to be revealed.
  7. These are two straight forward sentences that are blunt in their direction. The author knows that he or she is facing something he or she cannot handle. The decision has been made, mostly-the author will tell. The author very effectively uses these two uncomplicated sentences as a contrast to the complexities that were previously used.
  8. Beginning in this sentence and continuing for the next few, the author considers the cost of this decision -- Rachel will never trust him or her again. In this way, the author has now implicitly stated the topic-Good choices can be costly. Again, the author has shown sophistication in using this implicit manner to address the topic, rather than relying on the standard repetition of the topic in the opening sentence of the work. This almost more than anything else, helps cement this essay as a "6". The author also, once again, begins a sentence with a dreaded conjunction (but makes it work) and uses parallel structure well.
  9. This sentence is a transition which helps to further convey to the reader the magnitude of the decision as the author considers the consequences of this decision.
  10. In this sentence the author shares the decision that has been made -- the author must tell, if only for Rachel's own safety. Here, the use of repetition is nice in the way the author says, "I would not, could not, allow this girl..." This conveys the message that the author knows that there will be consequences to this decision.
  11. Here the author further examines the consequences of the decision -- someone must be told because Rachel needed help and the author did not have the ability to help. Not how the author has in the last few sentences fully examined the "cost" of this decision. He or she is fully aware that the results very well may cost a lot.
  12. In the previous sentences, the author was laying the foundation for this decision. Sentences 8, 9, 10, and 11 are all longer sentences, which are complex by definition. In contrast, this very simple, three-word sentence seems to pack a very powerful punch. Having a very short, simple sentence next to or surrounded by longer, more complex sentences is a very sophisticated use of language. The three-word sentence that ends this paragraph is very powerful and extremely effective.
  13. The author once again uses a quote to start the paragraph, and once again, it is appropriate and effective. The author has considered the consequences and now must face them. The author explores these consequences by using a quote that is commanding.
  14. Once again, the author resorts to cliché, but can be forgiven with the additional use of a well-placed conjunction and a clause that helps to tie everything together.
  15. Another three-word sentence ends this essay and does it well. It is both simple and powerful.

**A FEW GENERAL POINTERS**

⇒ Note that this essay was NOT 5 paragraphs! It does not have to be to get a “6”. In fact, readers are told that they are not to give any attention to the organization of the essay; they are simply to judge how well the author writes! This is not to say that a 5 paragraph essay can’t get a “6” -- it can. But, it does not have to be a “standard” essay.

⇒ This essay was a personal anecdote -- but it was a very well-written personal anecdote. Don’t think that anything personal will automatically get a “6”. This author also clearly demonstrated sophistication in the facility of language in the writing of this essay.

⇒ The author never explicitly stated the topic and that is a GOOD thing. Good writing should not be like a hammer hitting the reader over the head to make a point, but rather it should gently lead the reader to the conclusion that author is trying to make. In this essay, the reader didn’t have to have the topic spelled out to know what the essay was about.

⇒ Remember (another cliché) that the devil is in the details. Simply, what this over-used expression means (at least in this case) is that the details of the work and the development of those details are extremely important.

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Practice Essay # 1 - Sample # 1

EEEE

Part A (Writing Sample) Begin your composition on this side. If you need more space, continue on the reverse side.

"Are you cutting yourself, Rachel?" I asked, my throat closing around my words. "Yes," she answered, looking me straight in the eye, smiling like it was no big deal. My hands gripped my shins tightly as I curled into the chair, two feet from where she was sitting on her bed, toying with a stuffed animal. Somehow I managed to be calm and rational, even as she showed me the cuts she had made, even as she spoke about her thoughts of suicide, even as I was tempted to reach across the gap and shake her, screaming "What are you doing to yourself?" I was a <sup>in high school</sup> junior and a monitor, an RA-type figure that lives with the underclassman to help them adjust to the rigors of boarding school life. Rachel was one of these freshman; she lived down the hall and became that little sister I never had. But Rachel had put me <sup>with her confession,</sup> in a position that was bigger than both of us combined. Sitting in that room, I could feel the responsibility bearing down on my chest, tight and oppressive. I did not know how to fix this problem for Rachel; this was not the typical boy trauma or a homework mistake. One of my responsibilities as a monitor was to keep these girls safe and healthy, but I could not erase the slashes that Rachel had inflicted upon herself; I couldn't smooth away the

Continue on the reverse side if necessary.

Practice Essay # 1 - Sample # 1 (cont'd.)

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

scars. Rachel needed help and I couldn't give it to her. I needed to tell someone. But as I left that room, promising that we would talk tomorrow, all I could imagine was the betrayal I would be committing, the trust I would be breaking. If I did go to a teacher with this information, I spent a sleepless night thinking of the way Rachel would forever look at me through distrustful eyes. But I finally decided that I would not, could not, allow this poor girl to keep hurting herself in silence. Even if it meant she would never confide in me again, she needed the help that I was unable to supply. So I told "I trusted you!" she yelled at me. ~~the next day~~ her cheeks blotted red. "They're making me see a shrink and I might have to leave school because I told you something in confidence I hate you." The tears in her eyes reflected mine, but I had no regrets. She was safe.

Last Name  
First 2 letters  
G A

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|   |               |                     |                                                        |
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| R | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L M<br>N O P Q R S T U V W X Y Z |
|   | Reader Number | 0 1 2 3 4 5 6 7 8 9 | Reading Sequence: 1 2 3                                |
|   | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L M<br>N O P Q R S T U V W X Y Z |
| S | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L M<br>N O P Q R S T U V W X Y Z |
|   | Reader Number | 0 1 2 3 4 5 6 7 8 9 | Reading Sequence: 1 2 3                                |
|   | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L M<br>N O P Q R S T U V W X Y Z |
| T | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L M<br>N O P Q R S T U V W X Y Z |
|   | Reader Number | 0 1 2 3 4 5 6 7 8 9 | Reading Sequence: 1 2 3                                |
|   | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L M<br>N O P Q R S T U V W X Y Z |

The following is another student's response to the "Bad choices can be costly. Good choices can be costly." essay prompt. This essay also received sixes from each of the two readers who scored it.

After you have read the essay, write your analysis of what makes this an effective essay.

**Sample Essay:**

My Grandmother lived in a very specific wing of our house. She called it "my house" and rarely left its closed confines and crowded overstuffed couches. The door was almost always closed. She moved in with us when I was eleven years old. I remember hating her. Some of the jealousy left over from the birth of my younger brother still brewed inside me like a horrible potion, and I did my absolute best to avoid my Grandmother's gaze at every possible interval. I regret these actions almost every day.

I don't particularly remember why I didn't like my Grandmother. My animosity towards her probably had something to do with her seemingly ancient and aching slow body contrasting with my nubile middle school body brimming with boundless energy. Our house does not have the hallways of the Hogwarts school; if you were walking behind my Grandmother, there was no chance of getting around her. I remember countless times I found myself having to follow my Grandmother to the front door, she moving with the strength and speed of a Special Olympic hurdler and I bouncing in agitated bursts of energy. It was not a symbiotic relationship. Some days I was very cruel. I remember once watching her struggle up the giant steps of the ice rink where my brother played hockey. I didn't lift a finger to help her, I just glared at her with unpenetratable blue eyes. My brother's hockey coach had to intervene. Moreover, after four years of abuse from me and hours of Scrabble games with the rest of my family, my Grandmother died in her sleep on Thanksgiving Day. She moved on, but I still have not.

I didn't realize what a complete idiotic ape-child I had been until I wandered through the rooms of "her house" after my Grandmother's death. Her knitting still sat on her teal couch. Her slippers still rested under her quilted and electronically heated bed. Her nebulizer was piled against her bedroom wall. Her rooms are now my father's office suite and the door is always open, but I have trouble going in there. And although I get out the door these days much quicker than before, I have gone through my own choices and decisions much more slowly. I doubt that my juvenile choices in the treatment of my Grandmother will ever cease to haunt me.

**Your Analysis:**

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4

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### Practice Essay # 1 - Sample # 2

ETS and the College Board the unlimited right to use, reproduce, and publish my writing sample for educational research and instructional purposes. My name will be used in any way in connection with my writing sample. I understand that I am free to mark "No," with no effect on my score.  YES  No

A (Writing Sample) Begin your composition on this side. If you need more space, continue on the reverse side.

My Grandmother lived in a very specific wing of our house, she called it "my house" and she rarely left its leased confines and crowded overstuffed couches. The door was almost always closed, she moved in with us when I was eleven years old. I remember hating her, some of the jealousy left over from the birth of my younger brother still brewed inside me like a horrible potion, and I did my absolute best to avoid my Grandmother's gaze at every possible interval. I regret these actions almost every day.

I don't particularly remember why I didn't like my Grandmother, my animosity towards her probably had something to do with her seemingly ancient and achingly slow body contrasting with my agile middle school body brimming with boundless energy - our house does not have the hallways of the Hogwarts school; if you were waiting behind my Grandmother, there was no chance of getting around her. I remember countless times I found myself having to follow my Grandmother to the front door, she moving with the strength and speed of a Special Olympic hurdler and I bouncing in agitated bursts of energy. It was not a symbiotic relationship, some days I was very cruel. I remember once watching her struggle up the giant steps.

Continue on the reverse side if necessary.

W

Practice Essay # 1 - Sample # 2 (cont'd.)

side. Write below only if you need more space.

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I didn't realize what a complete idiotic ape-child I had been until I wandered through the rooms of "her house" after my grandmother's death. Her knitting still sat on her teal couch. Her slippers still rested under her quilted and electronically heated bed. Her nebulizer was piled against her bedroom wall. Her rooms are now my father's office suite and the door is always open, but I have trouble going in there. And although I get out the door these days much quicker than before, I have gone through my own choices and decisions much more slowly. I doubt that my juvenile choices in the treatment of my grandmother will ever cease to haunt me.

Last Name  
First 2 letters

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| S | Reader Number | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L M |
|   |               | 0 1 2 3 4 5 6 7 8 9 | N O P Q R S T U V W X Y Z |
|   |               | 0 1 2 3 4 5 6 7 8 9 | Reading Sequence: 1 2 3   |
| T | Reader        | 0 1 2 3 4 5 6 7 8 9 | A B C D E F G H I J K L M |
|   |               | 0 1 2 3 4 5 6 7 8 9 | N O P Q R S T U V W X Y Z |
|   |               | 0 1 2 3 4 5 6 7 8 9 | Reading Sequence: 1 2 3   |



People sometimes do wrong things for the right reasons.

**Assignment:** Choose one of the statements above and discuss it in an essay, using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**Topic B.** Consider carefully the following statements and the assignment below it. Then plan and write your essay as directed.

Sometimes deception is justified.

Deception can never be justified.

**Assignment:** Choose one of the statements above and discuss it in an essay, using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**Topic C.** Consider carefully the following statements and the assignment below it. Then plan and write your essay as directed.

Bad choices can be costly.

Good choices can be costly.

**Assignment:** Choose one of the statements above and discuss it in an essay, using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**2. Responding to a statement** – Asks student to consider the validity of a statement and respond to it.

**Topic A.** Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed.

Without controversy, there is no progress.

**Assignment:** In an essay, explain your response to this statement. Support your opinion using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**Topic B.** Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed.

Ease does not challenge us; adversity helps us discover who we are.

**Assignment:** Write an essay in which you defend, challenge or modify the statement above. Use an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**Topic C.** Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed.

Conscience is a more powerful motivator than money, fame, or power.

**Assignment:** In an essay, agree or disagree with this statement. Use an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**Topic D.** Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed.

Novelty is too often mistaken for progress.

**Assignment:** The statement above suggests that what is new and different is often confused with progress. Write an essay in which you defend, challenge or modify the statement above. Use an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**3. Completing a statement** – Complete an incomplete statement with a word or phrase and explain your reasons.

**Topic A.** Consider carefully the following incomplete statement and the assignment below it. Then plan and write your essay as directed.

To accomplish great things, one must be willing to \_\_\_\_\_.

**Assignment:** Complete the statement above. In an essay, explain your response by

using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**Topic B.** Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed.

What motivates people to change is \_\_\_\_\_.

**Assignment:** Complete the statement above. In an essay, explain your response by using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**Topic C.** Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed.

People often overestimate the importance of \_\_\_\_\_.

**Assignment:** Complete the statement above. In an essay, explain your response by using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

**Topic D.** Consider carefully the following incomplete statement and the assignment below it. Then plan and write your essay as directed.

A challenge teaches a person what his or her strengths and weaknesses are. The situation is the same when a group, an organization, or a nation is challenged. One such challenge occurred when \_\_\_\_\_.

**Assignment:** Complete the statement above. In an essay, explain your response by using an example (or examples) from history, literature, science, the arts, politics, current events, or your experience or observation.

# SENTENCE COMPLETION

**TIPS FOR SENTENCE COMPLETION QUESTIONS**

1. Learn the directions ahead of time.
2. Answer all the easy questions you can before moving on to the harder ones.
3. Read the sentence, substituting the word *blank* for each blank.
4. Always begin by trying to pin down the dictionary definitions of the key words in the sentence and the answer choices.
5. Watch for the key introductory and transitional words. These determine how the parts of the sentence relate to each other. Also watch carefully for negatives.
6. Try figuring out words to fill in the blank or blanks without looking at the answers. Then look for the choice that is similar to the one you thought up.
7. 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.
8. Always check all the answer choices before making a final decision. A choice may seem okay, but still not be the best answer. Make sure that the answer you select is the best one.
9. Check your answer to make sure it makes sense by reading the entire sentence with your choice in place.
10. Eliminate answers that you know are wrong and guess from those remaining.

**STRATEGY 1 - KEY WORDS OR CONTEXT CLUES**

Get the feel of each sentence and begin by carefully reading each sentence to get a feel for its meaning.

Look at the **key words** or **context clues**. Look for the key words or phrase that provides a clue for determining which words should go in the blank(s). Circle these words. Three examples follow.

The banker told the woman, "You're very \_\_\_\_\_."

- (A) rich                      (B) correct      (C) preposterous  
(D) cloistered              (E) sick

The doctor told the woman, "You're very \_\_\_\_\_."

- (A) rich                      (B) correct      (C) preposterous  
(D) cloistered              (E) sick

Both questions are identical with the exception of a single key word. And yet, that single word (banker/doctor) makes a great deal of difference in determining the right answer.

At the age of forty-five, with a worldwide reputation and 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

The key words or context clues are all positive in this sentence: "worldwide reputation," "unbroken," and "notable success"; therefore, the blank must be positive. Students might also substitute their own words for the blank, e.g., top.

The executives included in Martinez's personality study exhibited quite paradoxical traits; they were idealistic yet \_\_\_\_\_, cooperative yet \_\_\_\_\_, enthusiastic yet detached.

- (A) affluent .. helpful                      (B) shrewd .. competitive  
(C) perfect .. imaginative                  (D) noble .. optimistic  
(E) independent .. successful

The key word or context clue is the key word "paradoxical." Further help is offered by the signal word "yet" which indicated that the blanks are to be completed with antonyms for "idealistic" and "enthusiastic."

**SENTENCE COMPLETION PRACTICE 1: KEY WORDS**

Circle the correct answer. In addition, circle key words or context clues.

1. Scientists have discovered that our sense of smell is surprisingly \_\_\_\_\_, capable of distinguishing thousands of chemical odors.  
(A) rigid      (B) inert      (C) erratic      (D) keen      (E) innate
2. The ambassador's papers are not \_\_\_\_\_ reading, but one who reads slowly and attentively will be richly repaid.  
(A) pretty      (B) valuable      (C) insightful      (D) easy  
(E) plausible
3. Medieval kingdoms did not become constitutional republics overnight; on the contrary, the change was \_\_\_\_\_.  
(A) unpopular      (B) unexpected      (C) advantageous  
(D) plausible      (E) gradual
4. The instructor added the restriction that all projects had to be \_\_\_\_\_; no student could research an area that had been investigated previously by someone else.  
(A) acceptable      (B) useful      (C) extensive      (D) authoritative  
(E) original
5. Ballet is known to be \_\_\_\_\_; once you go, you are likely to find yourself going again and again, loving the performances more each time.  
(A) addictive      (B) erratic      (C) expendable      (D) anticlimactic  
(E) interminable
6. He was suddenly thrown into a fit of despair, his faith in himself infirm, his self-confidence \_\_\_\_\_.  
(A) shattered      (B) soaring      (C) unassailable  
(D) inflated      (E) delayed

7. Historical buildings in many American cities, rather than being destroyed, are now being \_\_\_\_\_.
- (A) constructed (B) condemned (C) described  
(D) renovated (E) designed
8. Hoping to \_\_\_\_\_ the angry customer, the manager of the store courteously offered a refund on the purchase.
- (A) pique (B) upbraid (C) embolden (D) conciliate  
(E) compliment
9. Although the critics agreed that the book was brilliant, so few copies were sold that the work brought the author little \_\_\_\_\_ reward.
- (A) theoretical (B) thoughtful (C) financial (D) abstract  
(E) informative
10. If oil and coal are constantly \_\_\_\_\_, then someday the natural supply will be \_\_\_\_\_.
- (A) produced...available (B) sought...discovered  
(C) supplanted...reduced (D) consumed...exhausted  
(E) burned...useless
11. Although we often use the terms porpoise and dolphin \_\_\_\_\_, careful marine biologists observe the \_\_\_\_\_ the two.
- (A) carelessly...behavior of (B) consciously...similarity between  
(C) definitely...habitats of (D) interchangeably...distinctions between  
(E) accurately...history of
12. The author includes very little \_\_\_\_\_ of the dragon: monsters are more fearful if pictured in the imagination.
- (A) protection (B) description (C) suspicion (D) defense  
(E) criticism
13. Nutritionists declare that the mineral selenium, despite its toxic aspects, is extremely \_\_\_\_\_ to life, even though it is needed in extremely small quantities.
- (A) destructive (B) insignificant (C) essential (D) extraneous  
(E) vulnerable

14. Because of the dramatic qualities of her voice, a voice too rich for humorous roles, she \_\_\_\_\_ comedy.
- (A) avoided (B) interpreted (C) preferred (D) inspired  
(E) analyzed
15. Although it seems to have been a fixture of the square since the city's origin, the produce market actually opened only \_\_\_\_\_.
- (A) enthusiastically (B) recently  
(C) frequently (D) illegally  
(E) graciously
16. This book has neither merit nor distinction, and it all but \_\_\_\_\_ whatever prestige the author may once have had.
- (A) challenges (B) maximizes (C) epitomizes (D) nullifies  
(E) encompasses
17. The research is so \_\_\_\_\_ that it leaves no part of the issue unexamined.
- (A) comprehensive (B) rewarding  
(C) sporadic (D) economical  
(E) problematic
18. Peale's was the first popular museum of natural history, combining science and showmanship, and thus satisfying the American urge to be \_\_\_\_\_ and \_\_\_\_\_ at the same time.
- (A) educated...entertained (B) encouraged...chastised  
(C) judged...rewarded (D) praised...admonished  
(E) imitated...indulged
19. Because the field of investigation was so new, only \_\_\_\_\_ information was available on the topic.
- (A) literal (B) readable (C) reasonable  
(D) minimal (E) analytical
20. On paper, the architect's design seemed interesting and \_\_\_\_\_, but the actual building was \_\_\_\_\_ and trite.
- (A) clinched...dull (B) unique...dreary  
(C) dated...fantastic (D) elementary...unimpressive  
(E) advanced...modern

**STRATEGY 2 - DEFINITION**

Many sentence completion questions require a word that explains, summarizes, or **defines** an idea mentioned earlier in the sentence. Roughly 50% of all sentence completion items are definition. Punctuation, e.g., commas/semicolons/colons/dashes, often signal that the blank will contain a word that defines an idea in the sentence. Two examples follow:

For all his familiarity with the people of every continent, Landers was the most \_\_\_\_\_ of the historians; he looked out upon the whole world.

- (A) shortsighted    (B) broad minded    (C) conservative  
(D) parochial      (E) introspective

The words following the semicolon define the word to be placed in the blank.

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

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

The words following the comma define the blank.

## SENTENCE COMPLETION PRACTICE 2: DEFINITION

Circle the correct answer. In addition, underline the idea to be defined.

1. Unlike most of the solitary relatives, arctic hares are \_\_\_\_\_, clumping into herds that can include as many as several thousand individuals.  
(A) reserved            (B) cantankerous            (C) exclusive  
(D) meritorious            (E) gregarious
  
2. By nature he was \_\_\_\_\_, usually confining his remarks to \_\_\_\_\_ expressions.  
(A) acerbic...friendly            (B) laconic...concise  
(C) garrulous...voluminous            (D) shrill...complimentary  
(E) vogue...emphatic
  
3. That the group is basically \_\_\_\_\_ seems clear from its pamphlets, almost all of which assert that base motives underlie human behavior in every society.  
(A) reticent            (B) patriotic            (C) amoral            (D) apathetic  
(E) cynical
  
4. The \_\_\_\_\_ of this novel by George Eliot is characterized by a \_\_\_\_\_ normality; indeed, it is this quietness that lures the reader into unquestioning acceptance of the world of her novel.  
(A) melodrama...bizarre            (B) subject...disconcerting  
(C) tumult...placid            (D) tone...rousing  
(E) setting...serene
  
5. Archaeoastronomy, the study of astronomy as it was practiced in ancient times, is \_\_\_\_\_ science, part archaeology and part astronomy.  
(A) a cumulative            (B) a hybrid            (C) a redundant  
(D) an auxiliary            (E) an equitable

6. Early scientists knew relatively little about the behavior of \_\_\_\_\_ animals because of the difficulty of observing them at night, the only time when they are active.
- (A) tropical            (B) aggressive            (C) migratory  
(D) carnivorous        (E) nocturnal
7. She adopted the role of the novelist as \_\_\_\_\_ narrator, she relates an action as though she were God, telling us which characters are to be admired, which to be deplored and why.
- (A) digressive        (B) objective            (C) inconsistent  
(D) omniscient        (E) unintelligible
8. The chimpanzees were remarkably \_\_\_\_\_. They readily greeted visitors to the laboratory and demonstrated affection for their trainers.
- (A) withdrawn    (B) restless        (C) suspicious    (D) subdued  
(E) extroverted
9. Although he was not usually so \_\_\_\_\_, Martin paid close attention to every detail when filling out the new tax forms.
- (A) meticulous    (B) intractable    (C) slovenly        (D) cursory  
(E) generous
10. Critics and scholars have asserted that this artist is best called \_\_\_\_\_ because her modes of expression have been adapted from a number of different sources.
- (A) a utopian        (B) a stylist        (C) an eclectic    (D) a revolutionary  
(E) an iconoclast

**SENTENCE COMPLETION PRACTICE 3: DEFINITION**

Circle the correct answer. In addition, underline the idea to be defined.

1. Because he produced more paintings in his lifetime than any other artist of African ancestry working in America at that time, Edward Bannister is considered an extraordinarily \_\_\_\_\_ artist.  
(A) dramatic (B) prolific (C) consistent (D) meticulous  
(E) generous
2. Previous to this outbreak the disease had been considered to be \_\_\_\_\_; no cases of contagion have been recorded for many years.  
(A) intractable (B) eradicated (C) endemic (D) malignant  
(E) implausible
3. Her approach as a therapist is distinctly \_\_\_\_\_: she has responded to the \_\_\_\_\_ of schools of therapy by employing techniques drawn from nearly all of them.  
(A) autonomous...tentativeness (B) doleful...demise  
(C) undimensional...variety (D) eclectic...proliferation  
(E) personal...uniformity
4. The discussions were often \_\_\_\_\_, degenerating at times into name-calling contests.  
(A) lofty (B) suspicious (C) acrimonious (D) lethargic  
(E) pragmatic
5. Like most \_\_\_\_\_ literature, this moving remembrance of the poet's parents primarily expresses lamentations for their deaths.  
(A) dogmatic (B) elegiac (C) abstract (D) dramatic  
(E) striking

6. The computerized auditing system was like a \_\_\_\_\_, insisting on correct language; it ruthlessly identified vague phrases, objected to useless words, and singled out awkward sentences.
- (A) martinet (B) wordmonger (C) confidante (D) diplomat  
(E) procrastinator
7. According to recent research in physics, subatomic particles and the forces that bind them are deeply interconnected; a complete understanding of one is \_\_\_\_\_ to an understanding of the other.
- (A) residual (B) superfluous (C) tantamount (D) circumstantial  
(E) adverse
8. When Britain imposed the Stamp Act of 1765, opposition in the American colonies was \_\_\_\_\_; everyone from farmers to merchants to government officials expressed strong objection to it.
- (A) arbitrary (B) pervasive (C) sentimental (D) indifferent  
(E) sporadic
9. The ancient Romans had a taste for \_\_\_\_\_ that was reflected in the highly decorative, stylized works of their artists.
- (A) practicality (B) vulgarity (C) simplicity (D) spontaneity  
(E) ornateness
10. Although her excessively genteel manner seemed to belong to an earlier age, Suzanne was far from being \_\_\_\_\_ in other respects, particularly in her political views.
- (A) anachronistic (B) reclusive (C) demagogic  
(D) traitorous (E) egalitarian

**CUMULATIVE SENTENCE COMPLETION PRACTICE A: KEY WORDS/DEFINITION**

Circle the correct answer. In addition, circle key words and underline the definition

1. The book's organization is \_\_\_\_\_; i.e., each event is described in the order of its occurrence.  
(A) digressive (B) chastise (C) chronological  
(D) abridged (E) conjectural
2. Bats are among the chief \_\_\_\_\_ of night-flying insects with each bat consuming one thousand or more such insects each night.  
(A) monitors (B) companions (C) rivals  
(D) models (E) predators
3. With few exceptions, the mountains and plateaus of the planet Venus have been given \_\_\_\_\_ names, in keeping with the gender of the goddess, Venus.  
(A) technical (B) feminine (C) obscure  
(D) extensive (E) inappropriate
4. Because their findings are \_\_\_\_\_, the researchers have been criticized for prematurely announcing a breakthrough.  
(A) indisputable (B) incomplete (C) irrevocable  
(D) useful (E) exemplary
5. Even while Central Park was still under construction, it provided an example of park design that other American cities rushed to \_\_\_\_\_.  
(A) average (B) attenuate (C) devise  
(D) imitate (E) encompass
6. Much of Frederick Douglass' prestige and influence came from his skill with the spoken word: he was a great \_\_\_\_\_ at a time when elocution was widely \_\_\_\_\_.  
(A) author...prized (B) orator...valued  
(C) spokesman...discredited (D) lecturer...discounted  
(E) skeptic...endorsed
7. The incredulous but glowing reports of Hernando Cortes clearly reveal the explorer's \_\_\_\_\_ at finding in the New World a highly developed Aztec culture that in some respect \_\_\_\_\_ that of Renaissance Europe.  
(A) resourceful...spawned (B) hostility...parallel  
(C) disappointment...destroyed (D) resentments...threatened  
(E) astonishment...surpassed
8. Medwick was so outstanding a thinker that her colleagues were often too dazzled by her \_\_\_\_\_ to appreciate fully her other virtues.  
(A) personality (B) vigor (C) intelligence  
(D) superficiality (E) cautiousness

**STRATEGY 3 - SIGNAL WORDS**

Signal words provide clues to the logic of the sentence by indicating contrasts, similarities or cause-effect relationships.

**Contrast:** Contrast signal words occur most often. The key words that indicate opposition or contrast are but, nor, not, instead, however, in contrast, on the other hand, although, despite, in spite of, yet, even while, except, nevertheless, notwithstanding, regardless. Students should memorize these words. Two examples follow.

Medieval kingdoms did not become constitutional republics overnight; on the contrary, the change was \_\_\_\_\_.

- (A) unpopular      (B) unexpected      (C) advantageous  
(D) sufficient      (E) gradual

The signal word is "on the contrary" which indicates a contrast with the word "overnight" in the context of the sentence.

The restaurant itself was beautiful and the service excellent, but the food was \_\_\_\_\_.

- (A) outstanding      (B) morose      (C) conclusive  
(D) inedible      (E) filling

The signal word is "but" which indicated a contrast with the words "beautiful" and "excellent" in the context of the sentence.

## SENTENCE COMPLETION PRACTICE 5: CONTRAST

Circle the correct answer.

1. It is ironic and somehow tragic that good people are often dull while evil people can be endlessly \_\_\_\_\_.  
(A) ordinary            (B) stubborn            (C) skeptical  
(D) fascinating        (E) unobtrusive
2. Fortunately, Ms. Mason has the unusual ability to transform a tedious legal contention into an \_\_\_\_\_ account.  
(A) arid                (B) erratic                (C) improbable  
(D) absorbing        (E) interminable
3. The descriptions in these essays range widely, from the fanciful to the matter-of-fact, from the \_\_\_\_\_ to the fatuous, from the objective to the \_\_\_\_\_.  
(A) witty...realistic                    (B) meager...descriptive  
(C) insightful...impressionistic        (D) inane...commonplace  
(E) articulate...empirical
4. Novelist Eliot was masterful at depicting hypocrisy, effectively portraying a character beneath whose apparent veracity lies a monumental structure of \_\_\_\_\_.  
(A) charisma            (B) benevolence            (C) self-indulgence  
(D) wariness            (E) duplicity
5. Fairy creatures are usually represented as \_\_\_\_\_ in contrast to human beings, whose life span rarely exceeds a century.  
(A) tyrannical            (B) sly                    (C) vulnerable  
(D) innocent            (E) immortal
6. The \_\_\_\_\_ of Josephine Baker's performing style makes even the most energetic performances of today's rock stars seem \_\_\_\_\_ by comparison.  
(A) vigor...spirited                    (B) power...strong  
(C) vitality...lethargic                (D) dignity...tame  
(E) polish...forceful
7. Though her lecture contained ideas that were provocative and systematically presented, her style of delivery was so \_\_\_\_\_ that I actually dozed off.  
(A) galling                (B) pungent                (C) desultory  
(D) soporific            (E) theatrical

## SENTENCE COMPLETION PRACTICE EXERCISE 5 "CONTRAST"

**DIRECTIONS:** First circle the reversal word in each sentence. Then underline the key word or group of words. Finally, mark the correct answer. Remember, the answer will be the word or words that best contrasts with the key word or group of words.

1. Although stingrays look ---, they are, in fact, playful creatures that are beautifully soft and smooth to touch.
  - (A) beneficial
  - (B) amiable
  - (C) menacing
  - (D) exuberant
  - (E) silky
  
2. Doctors warned that the new medication would create new problems, some of them --- but others totally unexpected.
  - (A) unanticipated
  - (B) accidental
  - (C) predictable
  - (D) expensive
  - (E) unhealthy
  
3. The significance of Hammurabi's Code lies not in its 282 --- laws, but in its broader impact of establishing the principle that government had a responsibility for what occurred in a society.
  - (A) unproved
  - (B) specific
  - (C) debatable
  - (D) conservative
  - (E) strict
  
4. Although art critics --- the exhibit as a tired collection of clichés, audiences around the country praised the art for its wholesome portrayal of daily life.
  - (A) suppressed
  - (B) valued
  - (C) applauded
  - (D) romanticized
  - (E) denounced
  
5. In Japan, his incredible skill as an actor in Kabuki plays is widely ---, but its almost unknown in the rest of the world.
  - (A) ignored
  - (B) disdained
  - (C) misunderstood
  - (D) emotional
  - (E) admired

6. On first glance the financial section of a newspaper may seem ---, yet the persistent reader soon finds the charts and tables easy to understand.
- (A) inviting
  - (B) baffling
  - (C) organized
  - (D) stubborn
  - (E) exclusive
7. Chris was amazed to hear that his sister, whom he knew to be ---, was nevertheless described as quite chatty by her friends.
- (A) garrulous
  - (B) obstinate
  - (C) pious
  - (D) miserly
  - (E) taciturn
8. Although they may seem tame, the birds feeding in our backyards never lose a natural ---.
- (A) warmth
  - (B) wariness
  - (C) trust
  - (D) wastefulness
  - (E) optimism
9. Shahenaz was neither lonely nor argumentative but was as --- and as --- a person as I have ever met.
- (A) gregarious...gentle
  - (B) solitary...belligerent
  - (C) withdrawn...quarrelsome
  - (D) popular...contentious
  - (E) depressed...amiable
10. Unlike today, few people were neutral about modern art when it first appeared; it inspired either uncritical praise or extreme ---.
- (A) antipathy
  - (B) acclaim
  - (C) sympathy
  - (D) attachment
  - (E) renown

**CUMULATIVE SENTENCE COMPLETION PRACTICE: DEFINITION/CONTRAST**

Circle the correct answer. Identify each item as definition (D) or contrast (C).

1. 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
  
2. So \_\_\_\_\_ was an outbreak of yellow fever in Memphis in 1878 that, out of 45,000 residents, about 25,000 fled the city, 18,000 caught the disease, and 5,000 died.  
(A) indigenous      (B) unavailing      (C) transient  
(D) virulent      (E) sporadic
  
3. Critics found it surprising that the architect they considered \_\_\_\_\_ produced a conventional design for her new client.  
(A) notorious      (B) preeminent      (C) iconoclastic  
(D) decorous      (E) exacting
  
4. Unfortunately, the commentaries in the guidebook sometimes hinder rather than \_\_\_\_\_ the visitor's appreciation of the paintings in this gallery.  
(A) confirm      (B) enhance      (C) modify  
(D) reveal      (E) determine
  
5. The two sisters had grown up in a community so \_\_\_\_\_ that they initially found the cosmopolitan outlook of the people they met in college rather intimidating.  
(A) versatile      (B) enlightened      (C) taciturn  
(D) impeccable      (E) insular

6. Journalists must exercise judgment to ensure that their news stories are not just \_\_\_\_\_ insignificant details, but contain only \_\_\_\_\_ information.
- (A) illustrated by...uninteresting (B) combined with...undocumented  
(C) cluttered with...essential (D) dignified by...esoteric  
(E) improved by...factual
7. The literary critic considered her theory not as \_\_\_\_\_ to the standard ways of reading texts but \_\_\_\_\_ to them to be used in close conjunction with these analytical methods.
- (A) a challenge...contradictory (B) an alternative...complementary  
(C) an impediment...subversive (D) an accessory...helpful  
(E) an affront...alien
8. With the backing of large parent corporations, some money-losing companies can remain solvent; on the other hand, their less fortunate \_\_\_\_\_ counterparts, having no such \_\_\_\_\_, usually sink into bankruptcy.
- (A) credible...respect (B) mismanaged...forethought  
(C) inventive...ingenuity (D) independent...support  
(E) scrupulous...integrity
9. As a pacifist she argued that whenever a nation keeps a large standing army, that nation is by definition demonstrating a \_\_\_\_\_ spirit.
- (A) cosmopolitan (B) wavering (C) plucky  
(D) vindictive (E) bellicose
10. Although humpback whales are often portrayed as both gentle and solitary, evidence shows them to be more \_\_\_\_\_ and more \_\_\_\_\_ than had been previously assumed.
- (A) feisty...frenzied (B) amicable...intuitive  
(C) hardy...fragile (D) tractable...passive  
(E) contentious...gregarious
11. The children's story was so wildly improbable that their parents dismissed it as a complete \_\_\_\_\_.

- (A) description      (B) provocation      (C) fabrication  
(D) clarification      (E) corroboration

12. A judgment made before all the facts are known must be called \_\_\_\_\_.
- (A) harsh                      (B) deliberate                      (C) sensible  
(D) premature                      (E) fair
13. Because Alvin Ailey's choreography combines elements from traditions as different from each other as African folk dance and classical European ballet, his approach has been aptly termed \_\_\_\_\_.
- (A) eclectic                      (B) intense                      (C) impromptu  
(D) theoretical                      (E) conventional
14. After observing several vicious territorial fights, Jane Goodall had to revise her earlier opinion that these particular primates were always \_\_\_\_\_ arrivals.
- (A) ignorant                      (B) inquisitive                      (C) responsive  
(D) cruel                      (E) peaceful

**ATTACKING DEFINITION AND CONTRAST SENTENCES**

**DIRECTIONS:** Read each sentence and underline the key word or group of words. If the sentence contains a contrast, circle its reversal word. Finally, mark the correct answer.

1. Heavily perfumed white flowers, such as gardenias, were favorites with collectors in the eighteenth century, when --- was valued much more highly than it is today.
  - (A) scent
  - (B) beauty
  - (C) elegance
  - (D) color
  - (E) variety
  
2. The --- of St. Francis of Assisi deeply impressed his contemporaries; he always behaved modestly and never displayed any pride.
  - (A) arrogance
  - (B) prominence
  - (C) humility
  - (D) cleverness
  - (E) industriousness
  
3. Louis XIV spared no expense when he built the Versailles Palace, turning a modest hunting lodge into --- monument to his power and glory.
  - (A) a frugal
  - (B) a restrained
  - (C) a humble
  - (D) a popular
  - (E) an extravagant
  
4. As --- as she is ---, Jackie Joyner-Kersey combined a rigorous conditioning program with a natural talent to become one of the world's most celebrated female athletes.
  - (A) earnest...inept
  - (B) apathetic...talented
  - (C) quick...careless
  - (D) inconsistent...gifted
  - (E) hardworking...gifted

5. Kavita's feelings about going to college were ---; although eager to begin a new phase in life, she was nonetheless anxious about leaving home for the first time.
- (A) immutable                      (D) ambivalent  
(B) impulsive                      (E) ambitious  
(C) unwavering
6. Peter the Great was a ruler of incredible contrasts; periods of --- and generosity alternated with periods of heartless ---.
- (A) tenderness...generosity  
(B) empathy...benevolence  
(C) compassion...cruelty  
(D) selfishness...extravagance  
(E) despondence...tranquility
7. Although a cantankerous bully, the starling is surprisingly --- when handled.
- (A) recalcitrant                      (D) docile  
(B) wild                              (E) irritable  
(C) obstinate
8. Some physicists declared that the discovery marked a --- event in modern science, but others argued just as persuasively that it was --- finding that would have little lasting importance.
- (A) a watershed...an insignificant  
(B) a trivial...a momentous  
(C) a decisive...a distinctive  
(D) an improbable...a remarkable  
(E) a weighty...a notable
9. Like a true ---, Colleen believed that all people are motivated by greed and selfishness.
- (A) patriot                              (D) anarchist  
(B) hedonist                          (E) cynic  
(C) stoic
10. Dr. Errington achieved complete authority over the hospital by stern discipline, by rigid attention to detail, and by ceaseless labor; in short, he exerted the fixed determination of an --- will.
- (A) unwarranted                      (C) inflated  
(B) indomitable                      (D) inopportune  
(C) impious

**Similarity:** The key word the indicates similarities are and, also, besides, for example, in other words, likewise, another, in addition, moreover, furthermore. Students should memorize these words. Two examples follow.

With each retelling, the description the writers gave of the accident drifted further from reality, and the whole episode appeared more and more \_\_\_\_\_.

- (A) persuasive      (B) venerable      (C) sarcastic
- (D) fictitious      (E) infallible

The signal word is "and" which reinforces the context clues that come immediately before it namely, "drifted further from reality."

Both \_\_\_\_\_ and \_\_\_\_\_, Wilson seldom spoke and never spent money.

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

The signal word is "and" which is reinforced by the second "and" and context clue "never spoke and never spent any money." Look at answer choices related to spending.

**SENTENCE COMPLETION PRACTICE EXERCISE 6 "SYNONYMS"**

**DIRECTIONS:** First locate and underline the support signal word. Next identify the key word that is linked with the support word. Then mark the answer that is synonymous with or closely related to the key word.

1. Japan is famous for its violent typhoons, which are perhaps the most dramatic examples of the --- and tempestuous weather conditions in the area.
  - (A) decorous
  - (B) fragile
  - (C) placid
  - (D) turbulent
  - (E) ephemeral
  
2. Though her demeanor with most people is carefree, those who know her insist she is actually serious and --- in private.
  - (A) frivolous
  - (B) flippant
  - (C) unfettered
  - (D) subdued
  - (E) boisterous
  
3. Copernicus' revolutionary heliocentric theory removed the earth from the center of the solar system, thus stirring up disagreement and even --- among his contemporaries.
  - (A) antagonism
  - (B) harmony
  - (C) amity
  - (D) banter
  - (E) empathy
  
4. As part of their struggle for national and religious unity, Ferdinand and Isabella established the Inquisition, a powerful tribunal charged with suppressing heresy and ---.
  - (A) conformity
  - (B) unorthodoxy
  - (C) modesty
  - (D) diffidence
  - (E) decorum
  
5. Because of their carnivorous and --- nature, sharks are perhaps the most feared creatures in the ocean.
  - (A) erratic
  - (B) exuberant
  - (C) pragmatic
  - (D) apprehensive
  - (E) predatory

6. Maya Angelou has always been generous in her praise and --- of young writers.
- (A) ridicule
  - (B) derision
  - (C) encouragement
  - (D) sarcasm
  - (E) caricature
7. T.S. Eliot was often a subtle writer who made telling points through indirection and ---.
- (A) elaboration
  - (B) audacity
  - (C) adulation
  - (D) intransigence
  - (E) allusion
8. Having chosen the rigors of an ascetic life, he dedicated himself to the twin goals of sanctity and ---.
- (A) hedonism
  - (B) self-denial
  - (C) extravagance
  - (D) revenge
  - (E) dominance
9. Despite the priority the manager placed on consensus, his assistants continued to argue and --  
- over petty details.
- (A) concur
  - (B) harmonize
  - (C) exult
  - (D) unwind
  - (E) quibble
10. Scientists rejected the radical new theory saying it rested on incomplete and --- data that had not been fully tested.
- (A) reliable
  - (B) substantial
  - (C) definitive
  - (D) authoritarian
  - (E) misleading

**Cause and Effect:** The key words that indicate cause and effect are because, consequently, therefore, thus, hence, as a result, in order to. Students should memorize these words. Two examples follow.

They believed that the greatest \_\_\_\_\_ is honesty and thus that \_\_\_\_\_ is the gravest offense.

- (A) fallacy...passivity
- (B) liability...depravity
- (C) concession...ambivalence
- (D) virtue...hypocrisy
- (E) abstraction...candor

The signal word is "thus" which is reinforced by the context clues "honesty" and "gravest fault."

Because even the briefest period of idleness bored and exasperated her, she worked \_\_\_\_\_ at some project and activity.

- (A) constantly      (B) reluctantly      (C) occasionally
- (D) cynically      (E) languidly

The signal word is "because" which is reinforced by the context clues "idleness bored."

**SENTENCE COMPLETION PRACTICE EXERCISE: "CAUSE AND EFFECT"**

**DIRECTIONS:** First locate and underline the cause-and-effect signal word in each sentence. Then mark the answer that best completes the logic of the sentence.

1. Because no comprehensive --- exist, we cannot positively identify the most prolific writer in human history.  

|               |                    |
|---------------|--------------------|
| (A) cures     | (D) resolutions    |
| (B) aptitudes | (E) advertisements |
| (C) records   |                    |
  
2. We gained confidence in Susan's leadership abilities because she always --- the campaign promises she made.  

|                   |                  |
|-------------------|------------------|
| (A) forgot about  | (D) reneged on   |
| (B) wearied of    | (E) delivered on |
| (C) withdrew from |                  |
  
3. As late as 1891, a speaker assured his audience that since profitable farming was the result of natural ability rather than learning, an education in agriculture was ---.  

|             |                   |
|-------------|-------------------|
| (A) crucial | (D) pointless     |
| (B) arduous | (E) indispensable |
| (C) tedious |                   |
  
4. The President's advisors are experiencing great difficulty in developing a consensus on welfare reform because their opinions are derived from such --- sources.  

|                     |             |
|---------------------|-------------|
| (A) similar         | (D) precise |
| (B) divergent       | (E) candid  |
| (C) inconsequential |             |
  
5. The paintings of contemporary abstract artists are often --- the general public because the artists use abstract symbols that are deliberately ---.  

|                                   |
|-----------------------------------|
| (A) incomprehensible to...obscure |
| (B) insensitive to...obstinate    |
| (C) objectionable to...obsolete   |
| (D) supported by...obscene        |
| (E) denounced by...obvious        |

6. Unhappy customers complained that because of the --- of the popular new automobile, dealers were charging --- prices.
- (A) dearth...reasonable
  - (B) surplus...excessive
  - (C) popularity...equitable
  - (D) obscurity...extravagant
  - (E) scarcity...exorbitant
7. Because Marty Zweig's careful analysis of leading economic indicators made him almost --- in his ability to predict changes in major stock averages, many investors --- his financial advice.
- (A) perfect...ignored
  - (B) foolproof...shunned
  - (C) infallible...followed
  - (D) undependable...accepted
  - (E) unreliable...imitated
8. The historian's essay raised new questions on how Native Americans first reached North America because she --- important parts of the archaeological record that other scholars have ---.
- (A) explores...noticed
  - (B) ignores...considered
  - (C) examines...neglected
  - (D) mocks...ridiculed
  - (E) tolerates...supported
9. Although supernovas are among the most --- of cosmic events, these stellar explosions are often hard to ---, either because they are enormously far away or because they are dimmed by intervening dust and gas clouds.
- (A) remote...observe
  - (B) luminous...detect
  - (C) predictable...foresee
  - (D) ancient...determine
  - (E) violent...disregard
10. Ernest Hemingway's prose is noted for its --- because he rarely uses a --- word or group of words.
- (A) eloquence...comprehensible
  - (B) ingenuity...clever
  - (C) ambiguity...vague
  - (D) economy...superfluous
  - (E) arrogance...vain

**STRATEGY 4 - CONNOTATION OF BLANKS**

It is helpful to determine whether the word(s) completing the blank has a negative/ positive connotation. This can be determined by key words and context clues. Two examples follow.

Sympathetic from the start, the faculty committee listened to the students' grievances with \_\_\_\_\_.

- (A) alarm            (B) remorse            (C) disdain  
(D) concern        (E) enthusiasm

The word "sympathetic" is the context clue. It has a positive connotation; therefore, the blank will also be positive. We can eliminate (A), (B), (C) because they are all negative.

Ms. Moran has concluded sadly that there is no way to save the town, that every answer is wrong, every plan is \_\_\_\_\_.

- (A) ingenious        (B) invaluable        (C) inadequate  
(D) unintentional    (E) unsparing

The word "sadly" is the context clue. It has a negative connotation; therefore, the blank will also be negative. We can eliminate (A) and (B) because they are positive and (E) because they are more positive than negative.

**STRATEGY 5 - DOUBLE-BLANK SENTENCES**

In sentences with two blanks, it is often helpful to try the second blank first. One can often eliminate at least two answer choices this way. Two examples follow.

The natural reaction to the environmentalists' grim assessment is to wonder what, if anything can be done to \_\_\_\_\_ the rapidly \_\_\_\_\_ situation.

- (A) ease...moderating
- (B) restrict...improving
- (C) rectify...deteriorating
- (D) accelerate...degenerating
- (E) perpetuate...worsening

The context clue "grim" indicates that the blanks will be negative. Looking at the second blank first we can eliminate (A) and (B) immediately.

The student then fills in the words for the first blank and can eliminate (D) and (E).

When human beings first discovered fire, they began a long \_\_\_\_\_ learning how to deal with a phenomenon that is extremely useful yet at the same time \_\_\_\_\_.

- (A) adjustment to...creative
- (B) experiment with...valuable
- (C) mastery of...inadequate
- (D) admiration for...unproductive
- (E) apprenticeship in...dangerous

The contrast signal word "yet" says that the blank will be negative since it contrasts with the word "useful."

Thus, (A) and (B) can be eliminated. The student fills in the first blank.

## SENTENCE COMPLETION PRACTICE EXERCISE 7 "POSITIVE/NEGATIVE"

**DIRECTIONS:** Use the three-step procedure to answer each of the following sentence completion questions.

1. Since it was first published in 1843, reaction to the *Communist Manifesto* has oscillated between complete --- and outright hostility.
  - (A) antagonism
  - (B) devotion
  - (C) disregard
  - (D) repudiation
  - (E) condescension
  
2. Although the feeding activities of whales and walruses give the seafloor of the Bering Shelf a devastated appearance, these activities seem to be actually --- to the area, --- it productivity.
  - (A) destructive...counterbalancing
  - (B) rehabilitative...diminishing
  - (C) beneficial...enhancing
  - (D) detrimental...redirecting
  - (E) superfluous...encumbering
  
3. Far from being a --- area as the first settlers feared, the Great Plains turned out instead to contain an abundance of --- land.
  - (A) barren...fertile
  - (B) desolate...arid
  - (C) productive...fruitful
  - (D) sterile...dry
  - (E) luxuriant...poor
  
4. Although the passage of time has softened the overwhelmingly hostile reaction to his paintings, even now only a few independent observers --- his works.
  - (A) denounce
  - (B) applaud
  - (C) reprove
  - (D) disapprove
  - (E) avoid

5. Upton Sinclair's book *The Jungle*, which graphically exposed the --- and unsanitary practices in meat-packing plants, is widely credited with having --- the muckraking movement of the early 1900's.
- (A) nutritious...retarded
  - (B) unhealthy...promoted
  - (C) hygienic...stymied
  - (D) hazardous...hindered
  - (E) beneficial...launched
6. Monica was acutely aware of how easily the --- she currently enjoyed as a celebrity could vanish and become indifference or even ---.
- (A) affection...warmth
  - (B) rewards...reverence
  - (C) reprimands...loathing
  - (D) disdain...esteem
  - (E) attention...boredom
7. Eric was neither loyal nor devoted but was as --- and --- a man as I have ever met.
- (A) perfidious...treacherous
  - (B) reliable...dutiful
  - (C) traitorous...allegiant
  - (D) dependable...faithless
  - (E) rebellious...scrupulous
8. Seeking to settle the strike, the mediator proposed several compromises which --- leaders on both sides refused to consider much less accept.
- (A) conciliatory
  - (B) reasonable
  - (C) concerned
  - (D) obdurate
  - (E) skillful
9. Although Henry VIII began his reign as --- leader who hoped to accomplish great deeds, he ended as a --- ruler who ruthlessly imposed his will upon the English people.
- (A) a hedonistic...vicious
  - (B) a lethargic...philanthropic
  - (C) an enlightened...humane
  - (D) a benevolent...tyrannical
  - (E) a cruel...compassionate
10. Though she modestly refused to accept any credit, Sonal was actually --- who knew every detail about the project.
- (A) a demagogue
  - (B) a master
  - (C) an apprentice
  - (D) a tyrant
  - (E) a novice

## SENTENCE COMPLETION PRACTICE EXERCISE "LEVEL 5"

**DIRECTIONS:** This exercise contains ten Level 5 sentence completion questions. Use all of your skills to attack each question. After marking your answer, explain your logic in the space provided.

1. The belief that people belonging to the Clovis tradition were the first inhabitants of the Americas is --- by new data that have severely shaken a long-standing --- among archaeologists.

- (A) assailed...consensus
  - (B) strengthened...debate
  - (C) supported...dilemma
  - (D) stymied...vacillation
  - (E) refuted...dissension
- 
- 

2. Like most absolute rulers, Louis XIV was a ruthless despot who gave orders in such --- way that it was obvious he expected to be obeyed without question.

- (A) a loquacious
  - (B) a surreptitious
  - (C) a superfluous
  - (D) a circuitous
  - (E) an imperious
- 
- 

3. It is a --- confession because William seems anything but ---; he makes it clear that although he has acted wrongly, he has done so through no fault of his own.

- (A) boring...concerned
  - (B) typical...relieved
  - (C) singular...penitent
  - (D) prejudiced...involved
  - (E) permissible...sorry
- 
-

4. They sought to oust their party chair because her proposal seemed ---; it contradicted their fundamental economic policies.

- (A) garrulous
  - (B) remedial
  - (C) formulaic
  - (D) heretical
  - (E) cursory
- 
- 

5. She was a woman of contrasts: periods of --- alternated with periods of frenetic activity.

- (A) animation
  - (B) torpor
  - (C) invincibility
  - (D) profundity
  - (E) ebullience
- 
- 

6. Though difficult, it is --- to study shearwaters in their land-based breeding colonies; studying these birds at sea, however, poses an almost --- problem.

- (A) enterprising...inventive
  - (B) helpful...salutary
  - (C) necessary...facile
  - (D) feasible...insuperable
  - (E) possible...implausible
- 
- 

7. Supporters of the woman suffrage movement hailed Elizabeth Cady Stanton's "Declaration of Sentiments" as a convincing --- that powerfully --- the prevailing notion that women should not participate in political activities.

- (A) diagnosis...confirmed
  - (B) ultimatum...espoused
  - (C) polemic...refuted
  - (D) supplication...bolstered
  - (E) solicitation...advocated
- 
-

8. During the early stages of his film career, D.W. Griffith's output was remarkably ---: it included not only the standard comedies, melodramas, westerns, and thrillers, but also such novelties as adaptations from Browning and Tennyson, and treatments of social issues.

- (A) eclectic
  - (B) acrimonious
  - (C) impromptu
  - (D) theoretical
  - (E) pragmatic
- 
- 

9. Because Alexander the Great was an omnipotent ruler, his death was a ---, marking the end of the old order and the beginning of chaos.

- (A) tribute
  - (B) watershed
  - (C) verdict
  - (D) reparation
  - (E) connotation
- 
- 

10. Well-publicized disagreements in the scientific community have so --- many lay persons that they now --- new warnings about the health effects of popular foods.

- (A) inundated...regulate
  - (B) exasperated...discount
  - (C) bedazzled...ridicule
  - (D) vindicated...exaggerate
  - (E) disqualified...minimize
- 
-

## SENTENCE COMPLETION PRACTICE EXERCISE I - "TIMED TEST"

**DIRECTIONS:** Mark the answer for each of the following 10 sentence completion questions. **Try to complete the entire set in 7 minutes.** When you have finished, use the space provided to record how long it took you to complete the set.

1. Like other --- animals, owls are rarely seen during the day.
  - (A) migratory
  - (B) herbivorous
  - (C) equatorial
  - (D) nocturnal
  - (E) hybrid
  
2. Because the island is only --- by boat, it appeals to tourists looking for --- vacation away from large crowds and busy shopping centers.
  - (A) reachable...an agitated
  - (B) trampled...a confused
  - (C) accessible...a tranquil
  - (D) relocated...a disordered
  - (E) executed...a cordial
  
3. Marine biologists are concerned that --- substances in San Francisco Bay are --- the population of harbor seals.
  - (A) savory...diminishing
  - (B) fragrant...highlighting
  - (C) toxic...endangering
  - (D) invigorating...squandering
  - (E) harmless...weakening
  
4. As the pace of suburban development increases, the amount of rural land has begun to --- thus --- the habitat of many animals.
  - (A) diminish...protecting
  - (B) dwindle...threatening
  - (C) expand...exposing
  - (D) shrink...shielding
  - (E) flourish...endangering
  
5. The name of the neighborhood is a ---; although it is called "The Bottom," it is located on a hill overlooking the rest of the town.
  - (A) misfortune
  - (B) miscalculation
  - (C) misinterpretation
  - (D) misstep
  - (E) misnomer

6. Only Carter's --- personality could have turned such a tedious party into a lively event that everyone enjoyed.
- (A) effervescent
  - (B) belligerent
  - (C) subdued
  - (D) efficient
  - (E) intolerant
7. Far from being --- who avoided publicity, the author is actually a very --- person who enjoys meeting people and talking about her new books.
- (A) a loner...introverted
  - (B) an exhibitionist...lethargic
  - (C) a regal...withdrawn
  - (D) a philanthropist...insecure
  - (E) a recluse...gregarious
8. As scientists have learned more about the universe, phenomena that were once --- and mysterious are now ---.
- (A) enigmatic...misunderstood
  - (B) manifest...irrevocable
  - (C) baffling...comprehensible
  - (D) puzzling...ambiguous
  - (E) apparent...insignificant
9. Although usually regarded as a pragmatic politician, Senator Halpern initiated what many skeptics called --- plan to run for president as the leader of a new party.
- (A) an eminent
  - (B) a quixotic
  - (C) an authentic
  - (D) an unsentimental
  - (E) a venal
10. Ken exhibited unexpected patience and guile when he --- plotted a series of --- that helped him gain control over the business.
- (A) ineptly...disavowals
  - (B) benevolently...stratagems
  - (C) diffidently...intrigues
  - (D) cleverly...machinations
  - (E) superficially...schemes

Time: \_\_\_\_\_

**SENTENCE COMPLETION PRACTICE EXERCISE II - "TIMED TEST"**

**DIRECTIONS:** Mark the answer for each of the following 9 sentence completion questions. **Try to complete the entire set in 6 minutes.** When you have finished, use the space provided to record how long it took you to complete the set.

1. On December 3, 1967, a five-surgeon team headed by Dr. Christiaan N. Barnard --- the first successful heart transplant thus --- a new medical procedure that would save thousands of lives.  
  
(A) executed...terminating  
(B) neglected...commencing  
(C) proposed...restricting  
(D) resisted...launching  
(E) performed...initiating
  
2. The Soviet Union's successful launch of Sputnik, the world's first man-made satellite, acted as a catalyst --- the rapid expansion of America's space program.  
  
(A) igniting  
(B) checking  
(C) suffocating  
(D) exposing  
(E) restraining
  
3. Although the early impressionists were all ---, with disparate ideas and attitudes, they were united in their desire to achieve a greater naturalism in art.  
  
(A) individualistic  
(B) indistinguishable  
(C) fused  
(D) consolidated  
(E) inconspicuous
  
4. Danielle Martinez's --- personality and ability to work with temperamental actors and actresses established her as one of the most promising young directors in Hollywood.  
  
(A) contentious  
(B) biased  
(C) timorous  
(D) amiable  
(E) caustic

5. Although usually ---, the district attorney was --- the dramatic and unexpected increase in the city's crime rate.
- (A) obstinate...appeased by
  - (B) unflappable...alarmed by
  - (C) unapproachable...comforted by
  - (D) impulsive...agitated by
  - (E) submissive...elated by
6. Since the highway commissioner's program to alleviate traffic congestion produced few improvements, critics called his efforts ---.
- (A) fruitful
  - (B) notable
  - (C) futile
  - (D) climatic
  - (E) farsighted
7. Leaders of the environmental movement angrily charged that the accusations against their organization were --- and meant to --- their position on how to best protect endangered animals.
- (A) fraudulent...bolster
  - (B) authentic...distort
  - (C) slanderous...enhance
  - (D) spurious...misrepresent
  - (E) sensible...champion
8. At the peak of his popularity, Mahatma Gandhi had a --- of devoted followers who --- his strategy of non-violent civil disobedience.
- (A) throng...mocked
  - (B) host...derided
  - (C) legion...supported
  - (D) smattering...tolerated
  - (E) horde...undermined
9. When matter-of-factly stated, "I seen my opportunities and I took 'em," George Washington Plunket succinctly summarized the --- behavior of corrupt nineteenth-century politicians who gladly accepted bribes and appointed cronies to public jobs.
- (A) anachronistic
  - (B) venal
  - (C) trivial
  - (D) negligible
  - (E) altruistic

Time: \_\_\_\_\_

## SENTENCE COMPLETIONS

**DIRECTIONS:** Mark the answer for each of the following sentence completion questions. **Try to complete the entire set in 7 minutes.**

1. Because they take up space at feeders and consume a disproportionate amount of food, grackles are usually regarded as the most --- of the blackbird visitors.
  - (A) annoying
  - (B) tranquil
  - (C) valuable
  - (D) friendly
  - (E) subdued
  
2. Renowned as --- worker, Thomas Edison spent days and nights on his experiments, often not even taking time to eat and sleep.
  - (A) an indifferent
  - (B) an indefatigable
  - (C) a clumsy
  - (D) an inexperienced
  - (E) a sluggish
  
3. Marc Chagall was a highly --- artist whose paintings stand alone, defying categorization and ---.
  - (A) predictable...evaluation
  - (B) conservative...duplication
  - (C) careless...interpretation
  - (D) original...imitation
  - (E) commonplace...reproduction
  
4. A rainbow is --- thing; it quickly disappears, leaving only a beautiful memory.
  - (A) a chaotic
  - (B) a heinous
  - (C) a resilient
  - (D) an ephemeral
  - (E) a perpetual
  
5. Although she had once been a world traveler, Tasha now leads --- life, spending most of her time reading books and working in her garden.
  - (A) a provocative
  - (B) a clandestine
  - (C) a sedentary
  - (D) an animated
  - (E) a nomadic

6. Becky was --- about her new art course; that is, her feelings about learning how to paint were contradictory.
- (A) unwavering
  - (B) focused
  - (C) passionate
  - (D) ambivalent
  - (E) euphoric
7. As the growing population of the Southwestern states continues to ---, it will inevitably --- the region's limited supply of water.
- (A) mushroom...replenish
  - (B) diminish...exhaust
  - (C) shrivel...augment
  - (D) dwindle...demolish
  - (E) burgeon...deplete
8. Cheryl prided herself on being a --- administrator who ignored theoretical and --- proposals in favor of a down-to-earth search for practical solutions.
- (A) profound...challenging
  - (B) pragmatic...idealistic
  - (C) pessimistic...discouraging
  - (D) stoical...substantive
  - (E) superficial...shallow
9. Like a true ---, Peter demonstrated unswerving --- his country's controversial and expensive program of military expansion.
- (A) pacifist...support for
  - (B) jingoist...devotion to
  - (C) loiterer...criticism of
  - (D) skinflint...commitment to
  - (E) nonpartisan...dedication to
10. Although the governor's public career was a model of ---, his biographer uncovered some private --- that raised inevitable doubts about his character.
- (A) rectitude...wrongdoings
  - (B) dishonor...immorality
  - (C) decorum...righteousness
  - (D) probity...humility
  - (E) ignominy...piety

# CRITICAL READING

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## FOCUS ON CRITICAL READING

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### VOCABULARY

- Complete two words a day from the First Fifty.
- Teach vocabulary lessons 1-3, daily cumulative vocabulary building through read and circle, root families, prefix families.
- Introduce the 100 Toughest Words (independent study); integrate words from the list during class lessons.
- Have students continue to develop word card file.
- Conduct regular/varied/cumulative assessment of vocabulary development.

### THE CRITICAL READING SECTION

Provide information about critical reading section:

- The emphasis in the passages is on reading material that is accessible and engaging. All passages are preceded by introductory contextual material, even if just a brief sentence or a title. Footnotes are used as appropriate.

- Four passages are included in each form of the test, with the following characteristics:

One 400-550 words with about 5 - 7 items

One 551-700 words with about 8 - 10 items

One 701-850 words with about 11 - 13 items

One of the four "passages" actually presents a **pair** of related passages. The total number of words in the reading passages in each form ranges from 2500 to 2800 words. Word counts include the introductory material that appears with each passage.

- One passage is taken from each of the three following content areas:

Humanities (art, literature, philosophy, music architecture, folklore, sculpture, drama, etc.)

Social Sciences (history, economics, business, politics, transportation, media, government, etc.)

Natural Sciences (biology, chemistry, astronomy, agriculture, physics, medicine, geology, geography, etc.)

- There is variety of rhetorical modes other than narration represented in each form of the test (exposition, argumentation, etc.)
- The predominant writing style of the passages is "contemporary," that is, the style characteristic of writing of the last fifty to eighty years. (Note: The style of writing is more important than the particular date the passage was written.) At least three of the four passages in each form of the test are written in a contemporary style.
- At least one of the passages reflects the concerns or accomplishments of Asian Americans, Black Americans, Hispanic Americans, native Americans, or some combination of these groups.
- The passages as a whole include a balance of material about women and men, as much as possible, and sentence completion items are used to remedy unavoidable imbalances of gender references in reading material.

### **APPROACHING THE CRITICAL READING PASSAGES: THINK WHILE YOU READ**

Explain active reading and illustrate points about active reading in the discussion that follows.

The importance of becoming a proficient and thoughtful reader cannot be overemphasized. Such a skill is invaluable, not only in college but in everyday life and in the workplace.

No reading task takes place in isolation. Tie information in the passage to some knowledge you already have about the subject matter. It is easier to read and remember information about something with which you are already familiar. The more you know about a variety of subjects the easier it is to read texts about those subjects. The more you read, the more you learn about a variety of things. The trick is to get into this circle of knowing and reading, and you do that by reading, reading, reading.

Think while you are reading. Ask yourself questions about the passage: Is it simply a factual account of an event? What is the purpose of the passage - is the author trying to inform you, amuse you, or influence you? Is the author presenting a biased or a balanced account?

This habit of thinking about information being presented to you is important not only when you read, but also when you listen to something and when you watch something.

1. Think about what you have read, listened to, or watched recently. For example, was the last new report you encountered - on television, on the radio, or in the newspaper - unbiased? Can you remember a news report that was biased, or unbiased? What is the message given in the last television show you watched?

What kinds of people are presented on your favorite television show? Is there a hidden agenda in your favorite show? Is there an underlying purpose or intention in most things you are exposed to? This is the kind of thinking you should do while you are reading.

2. Whenever you read, you use what you already know to understand the meaning of what you are reading. Using what you know is such a basic part of reading that we usually don't notice how much we rely on our own knowledge and experience to understand what we read. For example, Yesterday, twelve airplanes were damaged by the high wind at the airport.

Imagine trying to understand the meaning of that sentence if you did not know what an airplane is, or what a high wind is, or what an airport is. Because of your knowledge of airplanes and airports, you understand that the airplanes were probably on the ground or trying to land or take off. Your experience with windstorms helps you understand the kind of damage mentioned.

3. Using information that you acquired in various ways allows you, as a reader, to do such things as:

understand certain words and ideas,  
understand how ideas relate,  
infer what the writer has hinted at,  
infer what the writer has neglected to say,  
evaluate the writer's assumptions, and  
evaluate the writer's accuracy.

But remember that your knowledge and experience must be used carefully. No matter what you know or believe, you cannot change what the writer has said or suggested, and 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.

## THE CRITICAL READING QUESTION

Explain and illustrate the types of critical reading questions. There are three general categories of reading questions:

- Literal Comprehension - items assessing the ability to understand significant pieces of information in the passage
- Vocabulary-in-Context - items requiring that the meaning of a word from the passage be inferred from its context

- Extended Reasoning - items assessing the ability to make inferences, to analyze and synthesize information presented in the passage or pair of passages, to evaluate the assumptions of and methods used by the author, etc.

The number of reading items of each type to be included in each form of the test is as follows:

|                       |                   |
|-----------------------|-------------------|
| Literal Comprehension | 4 - 5 questions   |
| Vocabulary-in-Context | 4 - 7 questions   |
| Extended Reasoning    | 28 - 32 questions |

|                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>best</b>                                                                                | This is an important word in test questions because it usually asks you to find the most suitable or acceptable of the answer choices. This means that even though you may find a response that seems to fit, you still need to look at the rest of the responses in order to be sure that you have selected the best one. Sometimes you may think none of the answers is particularly good, but you must pick the one that is <b>best</b> . |
| <b>chiefly</b>                                                                             | This means "above the rest," "mostly," "mainly, but not exclusively." When you see this word, you will probably be looking for the most central element or most important explanation of something.                                                                                                                                                                                                                                          |
| <b>except</b>                                                                              | A question with <b>except</b> usually asks you to identify something that does not belong with the other choices. When you see this word at the end of a question, you will probably be looking for the one choice that is an incorrect response to the question.                                                                                                                                                                            |
| (the author) <b>implies</b><br>(it can be) <b>inferred</b><br>(the author) <b>suggests</b> | These terms ask you to come to a conclusion that is suggested by the information in the passage but not directly stated by the author. You must be careful that your inference is indeed based on the material in the passage and not solely on your own ideas or opinions.                                                                                                                                                                  |
| <b>least</b>                                                                               | Opposite of most, chiefly.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>mainly</b>                                                                              | Most important or chiefly.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>most</b>                                                                                | Frequently used as a qualifier, as in <b>most</b> likely, <b>most</b> frequently, <b>most</b> reasonable. A qualifier recognizes that there are exceptions to <b>most</b> situations and tries to allow for those exceptions.                                                                                                                                                                                                                |

**only** **Only** means "just the one." "This is the **only** ... for me." It also can indicate a restriction, as in "You can go **only** after you wash the car."

**primarily** Most important or **chiefly**.

**sometimes** This is another qualifier. **Sometimes** occurs less often than **always** and more often than **never**. The following list decreases in the number of times that something might happen:

always

frequently

sometimes

rarely

never

Think of some other words that describe how often something happens, and compare them with the list. Be sure to consider carefully the impact of these words when they appear in critical reading questions or answer choices.

**TRANSITIONAL WORDS**

There are certain transitional words - also called "bridge" or "key" words - that will help you to discover logical connections in a reading passage. **Circling** these transitional words will help you to get a better understanding of the passage.

Here are examples of commonly used transitional words and what these words may indicate.

| Transitional Word                                                                             | Indicating        |
|-----------------------------------------------------------------------------------------------|-------------------|
| although<br>however<br>in spite of<br>rather than<br>nevertheless<br>on the other hand<br>but | <b>OPPOSITION</b> |
| <b>Key Word</b>                                                                               |                   |
| moreover<br>besides<br>additionally<br>furthermore<br>in fact                                 | <b>SUPPORT</b>    |
| <b>Key Word</b>                                                                               |                   |
| therefore<br>consequently<br>accordingly<br>because<br>when<br>so                             | <b>RESULT</b>     |
| <b>Key Word</b>                                                                               |                   |

**EXAMPLE 1**

Somewhere between 1860 and 1890, the dominant emphasis in American literature was radically changed. But it was obvious that this change was not necessarily a matter of conscious concern to all writers. In fact, many writers may seem to have been actually unaware of the shifting emphasis. Moreover, it is not possible to trace the steady march of the realistic emphasis from its first feeble notes to its dominant trumpet-note of unquestioned leadership. The progress of realism is, to change the figure, rather that of a small stream, receiving accessions from its tributaries at unequal points along its course, its progress now and then balked by the

- sand bars of opposition of the diffusing marshes of error and compromise. Again, it is apparent that any attempt to classify rigidly, as romanticists or realists, the writers of this period is doomed to failure, since it is not by virtue of the writer's conscious espousal of the romantic or realistic creed that he does much of his best work, but by virtue of that writer's sincere surrender to the atmosphere of the subject.

### QUESTIONS

1. The title that best expresses the ideas of this passage is:
  - (A) Classifying American Writers
  - (B) Leaders in American Fiction
  - (C) The Sincerity of Writers
  - (D) The Values of Realism
  - (E) The Rise of Realism
2. Which characteristic of writers does the author praise?
  - (A) Their ability to compromise.
  - (B) Their allegiance to a "school"
  - (C) Their opposition to change
  - (D) Their awareness of literary trends
  - (E) Their intellectual honesty

### EXPLANATORY ANSWERS

1. Choice E is correct. Note some of the transitional words that will help you interpret the passage: "but" (line 2); "in fact" (line 4); "moreover" (line 6); "again" (line 13). A better understanding of the passage should indicate to you that the main idea (title) - "The Rise of Realism" - is emphasized throughout the passage.
2. Choice E is correct. See lines 15-18: "...since it is not by virtue...but by virtue of the writer's sincere...of the subject." The transitional word "but" helps us to arrive at the correct answer, which is "their intellectual honesty."

## ATTACKING THE CRITICAL READING QUESTION

- The best way to improve your critical reading skills is to read, read, read. Read newspapers, magazines, fiction, and biography. The more you read, the easier it will be to answer critical reading questions (and sentence completions and analogies, too).
- Become familiar with the different kinds of critical reading questions before you take the PSAT and SAT I.
- When you get to a reading passage in the test, try to get a sense of its principal ideas, facts, and organization. Mark important facts and ideas but don't waste too much time underlining or marking notes in the margin.
- A passage with a subject that is familiar to you or in which you are interested may be easier for you. If you find a passage that seems too difficult, you might want to skip it and go on to the next passage. You can always return to the passage if you finish before time is up for that section of the test.
- Answer questions on the basis of what is **stated** or **implied** in the passage. Don't rely on personal opinions or prior knowledge of a subject when picking the best answer.
- Read all the choices before you choose your answer. You may cross out the choices as you eliminate them.
- Answer the questions asked. Don't pick one of the choices simply because you know it's a true statement.
- Make sure the answer you choose is the best among the choices given. Don't be misled by choices that are only partially correct.
- In answering questions that ask about the main idea of the passage, don't be distracted by the statements that are true according to the passage but that are secondary to the central point.
- Look for words and phrases frequently used in reading passages and be sure you understand their meaning.

according to the author  
according to the passage

You must answer the questions in terms of the statements, assumptions, or inferences that the author is making, even if you disagree with what the author has stated. The question is designed to see if you understand what the author has written.

from: **Mastering the Verbal SAT /PSAT by Kreiger and Paul**

## INTRODUCTION TO CRITICAL READING

What academic activity do you spend the most time doing? As high school students, you devote hours to reading textbooks, novels, and many other written sources. Within a short time, you will be attending college classes in which much of your success will depend on your ability to read and understand written material.

The reading passages and questions on the SAT are designed to measure your abilities as a critical reader. It is important to remember that good readers, like good athletes, actors, and musicians, get that way through practice. You probably know the "best" approach to reading any material depends partly on the purpose for which you are reading it. When you take the SAT, you are reading strictly for the purpose of answering a few multiple-choice questions. This special purpose requires a variety of unique strategies, regardless of your reading ability.

This section will explain basic facts about SAT reading passages and questions, and it will illustrate a strategy of active, aggressive critical reading. The lessons will then explain and illustrate specific skills that will help you become a better reader for the purpose of taking the SAT.

## THE PASSAGES

**Number and length** Each SAT will contain four reading passages. On other tests you may have taken, this section would be called the *Reading Comprehension Test*. On the SAT, it's called *Critical Reading*. The SAT passages range in length from 400 words (1 column) to 850 words (2 columns).

**Types of passages** Most passages are drawn from the following four basic categories.

- **Social Sciences** These passages deal with topics drawn from history, sociology, and government. Recent examples include articles about the emergence of woman artists during the Renaissance and differing views on the value of public opinion polls.
- **Natural Sciences** These passages deal with topics drawn from botany, geology, and astronomy. Recent examples include articles about meteors and the relationship between plants.
- **Narrative** These passages contain excerpts from novels, short stories, and memoirs. Recent examples include excerpts from *Sula* by Toni Morrison and *Efforts of Affection: A Memoir of Marianne Moore* by Elizabeth Bishop.

- **Humanities** These passages are typically essays dealing with topics drawn from art, literature, music, philosophy, and folklore. Recent examples include articles about jazz and the characteristics of Bohemians.

You should note that at least one of the four passages on each SAT will reflect the concerns or accomplishments of a particular ethnic group.

**Where do the passages come from?** Many students complain that SAT passages come from obscure sources no one could possibly find. This is not true, however. The SAT test writers choose passages from highly regarded books. Most of the selections come from paperback books that can be found in any good college book store. For a list of recommended books, see page 413 in the Appendix.

## THE QUESTIONS

**Number of questions** Each passage will be followed by 5 to 13 questions. In all, the SAT contains 40 critical reading questions.

**Types of questions** Most SAT critical reading questions can be assigned to one of the following three categories.

1. **General questions** General questions test your overall understanding of a passage. They usually ask you to
  - identify the main idea, theme, or purpose of a passage.
  - distinguish the author's tone, mood, or attitude.
2. **Vocabulary-in-context questions** These questions ask you to infer the meaning of a word or phrase from its context. As you will see in Lesson 13, vocabulary-in-context questions are much like sentence completions. You can expect to have 4 to 7 vocabulary-in-context questions on the SAT.
3. **Specific questions** These questions ask you about a specific paragraph, sentence, or phrase. Specific questions comprise about two-thirds of all critical reading questions. There are two basic types of specific questions.
  - **Literal comprehension questions** Literal comprehension questions ask about facts or points directly stated in the passage. The correct answer is usually a restatement or paraphrasing of words found in the text of the passage.
  - **Extended reasoning questions** Extended reasoning questions ask you to draw inferences or conclusions from information stated in the passage. Typical extended reasoning questions ask you to understand the implications of what is stated, follow the logic of an argument, and evaluate the author's assumptions.

## ORDER OF DIFFICULTY

As you have seen, analogy and sentence completion questions are presented in order of difficulty. Critical reading questions are the only questions on the SAT that are NOT presented in order of difficulty. As a result, you may find that the first two questions are very different. Don't despair.

Passages, like the questions, will also vary in difficulty. As a general rule, one of the four passages will be relatively easy, two will be medium, and one will be difficult. However, the degree of difficulty of the passage is subjective and will vary from reader to reader. For example, students who enjoy science may find a difficult science passage easy and an easy social science passage quite challenging.

## TIME

The reading passages require a lot of time and concentration. Since they are so time consuming, it is wise to do the sentence completions and analogies first. As a general rule, you should try to allow 10 minutes for each of the passages in the two-passage section and 15 minutes for the passage in the single-passage section. If you are struggling with the verbal test, forget about the time limits and concentrate instead on being as careful as you need to be on the portion of the test that you do have time to attack.

## BASIC PRINCIPLES OF ACTIVE, AGGRESSIVE CRITICAL READING

Many students expect to read a passage and then quickly answer all of the questions. They then become frustrated and confused when this strategy doesn't work. Don't be frustrated. Reading the passages and identifying the correct answers require concentration and careful thought.

You might find it useful to imagine this part of the SAT as a sort of treasure hunt. The reading passages are your maps and the 40 correct answers are your buried treasure. The passages contain all the clues you need to cash in on the treasure for a potential gain of about 300 points. It's not easy because it's not supposed to be easy.

The three critical reading chapters in this text are designed to help you become a successful treasure hunter. On the SAT, this means being an active reader. It means being alert and aggressive, rather than passive. Active readers ask mental questions, know how to find main ideas, and make an effort to understand the overall structure of each passage. Here are seven key principles for active reading on the SAT.

1. **Read the passage first and then answer the questions.** On some reading tests, it might be a good idea to read the questions first, but not on the SAT. Reading the questions first really means that you have to read the questions twice, which would take way too much time. There are 40 critical reading questions on the SAT. Don't turn it into 80.

2. **Don't study the passage.** SAT passages are not homework assignments. The passage will not be snatched away from you when you get to the questions, so don't try to memorize facts and dates. Remember, the questions only draw from about 25 percent of the information in a typical passage.
3. **Form a mental map of the passage.** As you read a passage for the first time, try to form a mental map or outline of the key points in the article. A mental outline shouldn't be too detailed. It should just be a mental list of the sequence of topics and key ideas contained in the passage. By forming a mental outline of the passage, you gain a feel for the author's main idea and attitude toward his/her subject.
4. **Expect to refer back to the article.** Since SAT critical reading passages and questions are both very challenging, it will usually be necessary to read a question and then refer back to the passage. Fortunately, the SAT writers make this search-and-find process much easier by frequently including a line or paragraph reference with the questions.
5. **Correct answers must be supported by evidence from the passage.** Critical reading questions frequently contain very tempting answer choices. For example, the SAT writers often include choices that seem to make perfect sense even though there was never any mention of it in the passage. That's why it is very important to remember that correct answers must be supported by evidence from the passage. Most of the time, you should be able to draw a line from your answer to the supporting evidence in the passage.
6. **Underline as you read.** It is a good idea to underline key points as you read through the passage. These marks will then serve as handy guideposts to help you locate information when you answer the questions.
7. **Don't give up.** Many students often report feeling lost and bored as they work on critical reading passages. Don't expect to enjoy each SAT passage. The passages are not intended to entertain you; they are designed to evaluate your critical reading skills. The critical reading passages are the ultimate test of your indomitable will. Stay mentally alert and don't quit. Remember, your job is to get a feel for the passage so you can answer the questions and earn points.

## ACTIVE READING - A CASE EXAMPLE

Like any other skill, active reading requires practice. The left column below contains a passage from a short story by Paule Marshall. The right column contains examples of the kinds of mental notes that an active reader would make. For purposes of illustration, we've also underlined key phrases and words in the passage.

The basement kitchen of the brownstone house where my family lived was the usual gathering place

Line (5) Once inside the warm safety of its walls the women three off the drab coats and hats, seated themselves at the large center table, drank their cups of tea or cocoa, and talked. While my sister and I sat at a smaller table over

(10) in a corner doing our homework, they talked - endlessly, passionately, poetically, and with impressive range. No subject was beyond them. True, they would indulge in the usual

(15) gossip....But they also tackled the great issues of the time. They were always, for example, discussing the state of the economy. It was the mid and late 30's then, and the aftershock of the Depression, with its soup lines and suicides on Wall Street, was still being felt...

(20) There was no way for me to understand it at the time, but the talk that filled the kitchen those afternoons was highly functional. It served as therapy, the cheapest kind available to my mother and her friends. Not only did it help them recover from the long

(30) wait on the corner that morning and the bargaining over their labor, it restored them to a sense of themselves and reaffirmed their self-worth. Through language they were able to

(35) overcome the humiliations of the work-day.

(40) But more than therapy, that freewheeling, wide ranging, exuberant talk functioned as an outlet for the tremendous creative energy they possessed. They were women in whom the need for self-expression was strong, and since language was the

*This paragraph tells me about the setting. But who are these women and why are they talking so much? Maybe the next paragraph will answer these questions.*

*Main idea: "the talk that filled the kitchen those afternoons was highly functional." This passage is going to describe some of the functions of their talk. Here's the first - "therapy."*

*This paragraph deals with a second function. The talk was an "outlet." It looks like each paragraph will discuss a function of the talk.*

(45) only vehicle readily available to them they made of it an art form that-in keeping with the African tradition in which art and life are one - was an integral part of their lives.

(50) And their talk was refuge. They never really ceased being baffled and overwhelmed by America - its vastness, complexity and power. Its strange customs and laws. At a level beyond words they remained fearful and in awe. Their uneasiness and fear were even reflected in their attitude toward the children they had given birth to in this country. They referred to those like myself, the little Brooklyn-born Bajans (Barbadians), as "these New York children."

(60) Confronted therefore by a world they could not encompass,...and at the same time finding themselves permanently separated from the world they had known, they took refuge in language. "Language is the only homeland," Czeslaw Milosz, the émigré Polish writer and Nobel Laureate, has said. This is what it became for the women at the kitchen table.

(75) It served another purpose also, I suspect. My mother and her friends were after all the female counterpart of Ralph Ellison's invisible man. Indeed, you might say they suffered a triple invisibility, being black, female, and foreigners. They didn't come in American society except as a source of cheap labor. But given the kind of women they were, they couldn't tolerate the fact of their invisibility, their powerlessness. And they fought back, using the only weapon at their

(85) command: the spoken word.

*As expected, here's the third function - the talk was a "refuge."*

*The quote looks important. Better underline it. The women are from Barbados and the narrator was born in Brooklyn.*

*The phrase, "It served another purpose also" indicates the author is going to provide a final function. The women used the "spoken word" to fight against a feeling of invisibility.*

Our notes and speculations may not all appear important to answering the actual questions. Even so, they help us concentrate while we are reading. This passage could generate a variety of general and specific questions. Since this chapter will discuss how to find main ideas, answer vocabulary-in-context questions, and recognize paraphrases, let's examine three questions that illustrate each of these skills.

### MAIN IDEA

1. The main focus of the passage is on the
  - (A) situation encountered by immigrants in a new country
  - (B) isolation felt by a particular group of women
  - (C) difference between the author's generation and that of her mother
  - (D) benefits of language for a group of women
  - (E) contrast between New York and Barbados

This question asks you to identify the *main focus* of the passage. The author states her main idea in lines 24-26 when she states that "the talk that filled the kitchen those afternoons was highly functional." The passage then discusses four benefits of language for the group of women. The best answer is (D). Because the other choices are mentioned briefly in the fourth paragraph, these choices will attract many careless readers, especially those who don't read the entire passage.

### VOCABULARY-IN-CONTEXT

2. In line 14, "indulge" most nearly means
  - (A) spoiled completely
  - (B) engage in
  - (C) humor to excess
  - (D) luxuriate in
  - (E) forbid entirely

*Indulge* means to allow oneself a special pleasure. The author tells us that "No subject was beyond them." The women talked about the "great issues of time," such as "the state of the economy." They also would "indulge in the usual gossip." In this context, *indulge* means "to allow or to engage in." Choice (E) is clearly wrong. Choices (A), (C), and (D) refer to other possible meanings of *indulge*, but are not supported by the passage. The correct answer is (B).

**RECOGNIZING A PARAPHRASE**

3. The third paragraph serves to show

- (A) that the women used language as an artistic process that became an essential component of their lives
- (B) how African tradition enabled the women to understand their lives
- (C) how the women used language as therapy to alleviate the difficulties of their lives
- (D) how the women tried to learn a new language
- (E) how the women used language to protest the state of the economy

Paragraph 3 states that the women turned language into "an art form that...was an integral part of their lives." None of the choices specifically repeat this answer. However, choice (A) does provide a paraphrase or rewording of this answer. "Art form" becomes *artistic process* and "integral part of their lives" becomes *essential component of their lives*. None of the other answer choices is supported by the facts in paragraph 3.

## FINDING THE MAIN IDEA

Has your family ever become lost while driving in an unfamiliar city? If so, you are not alone. Most travelers have had this frustrating experience. Similarly, many students often report "getting lost" while reading about an unfamiliar topic. These students are so overwhelmed by details that they miss the author's main idea.

Like drivers in an unfamiliar city, good readers need signs to help them find their way through a difficult passage. The signs provided on the SAT are called topic sentences. These key sentences or phrases present the author's main ideas.

Learning how to find topic sentences is a valuable critical reading skill. This section will begin by helping you find topic sentences in paragraphs and passages. We will then describe ways to use the characteristics of main idea questions to *ZAP* wrong answers and find the right answers.

## FINDING TOPIC SENTENCES IN PARAGRAPHS

Paragraphs are the building blocks of a well-constructed passage. In general, well-written paragraphs contain one sentence or phrase that is more important than the other sentences. This sentence expresses the paragraph's central idea.

The following paragraph is from a chapter about the Chesapeake Bay. Read the paragraph and underline the sentence that best expresses the paragraph's main idea.

The Bay has other treasures, not all at the head of lists. Enormous herring runs, sufficient to support a sizable canning industry and provide the herring roe Virginians like to eat for breakfast with scrambled eggs. Mink, muskrat, nutria and otter, sad to include, trapped in the lovely marshes of Maryland's Dorchester County, in numbers second only to Louisiana. Sky-darkening flocks migrating and wintering waterfowl, in the thickest concentrations of the Atlantic flyway.

from *Beautiful Swimmers* by William Warner

The topic sentence often expresses the point of a series of details or examples. Why does the author of this paragraph tell us about the "enormous herring runs," "the mink, muskrat, nutria, and otter,...trapped in the lovely marshes of Maryland's Dorchester County," and the "sky-darkening flocks of migrating and wintering waterfowl"? Each of these three details illustrates the Bay's "other treasures."

In this selection, the main idea of the paragraph is presented in the first sentence: "The bay has other treasures, not all at the head of lists." The sentence that tells the main ideas is called the *topic sentence*. In this case, the topic sentence is the first sentence.

Often, it will appear in the middle or at the end of a paragraph. Read the following selection and circle the sentence that expresses the main idea of the paragraph.

Any survey of medieval town life delights in the color of guild organizations: the brooders and glovers, the hatters and scriveners, the shipwrights and upholsterers, each with its guild hall, its distinctive livery, and its elaborate set of rules. But in life in the guilds and at the fairs provides a sharp contrast with the stodgy life on the manor, we must not be misled by surface resemblances into thinking that it represented a foretaste of modern life in medieval dress. It is a long distance from guilds to the modern business firm, and it is well to fix in mind some of the differences.

from *The Making of Economic Society* by Robert Heilbroner

The topic sentence often provides a concise statement of the author's purpose. Based upon this paragraph, what subject do you think the rest of the passage will address? The author's intention is clearly stated in the final sentence. By saying, "It is a long distance from guilds to the modern business firm, and it is well to fix in mind some of the differences," the author tells us that this passage will discuss some of the differences between medieval and modern business practices.

### FINDING THE MAIN IDEA IN A PASSAGE

The previous discussion related to finding the main idea of a single paragraph. The selections on the SAT are much longer and are composed of several paragraphs. Each paragraph will have a main idea and the entire SAT reading selection will also have an overall main idea. This overall main idea defines what the entire passage is all about. Authors usually provide descriptive details and illustrative examples to support their main ideas.

Finding the main idea is one of the keys to successfully attacking an SAT reading section. SAT passages usually present the main idea early and then follow with the supporting details. This is especially true of the easy passages.

The main idea of an easy passage is typically found in the first paragraph - that's one of the things that makes it easy. The main idea of a hard passage is often found in the last paragraph - that's one of the things that makes it hard!

Use the following three-step approach to find the main idea of each reading passage.

1. Begin by carefully reading the first paragraph, paying particular attention to the first two sentences.
2. Read the first two sentences of each additional paragraph.
3. And finally, read the last paragraph, paying special attention to the last sentence.

Use this three-step approach as you read the following passage. Then answer the main idea question.

- The Crusades failed to accomplish their primary objective of conquering and holding the Holy Land. Like many great movements, however, the Crusades produced a number of additional and unexpected results. First, the Crusades weakened the feudal nobility. Thousands of knights died in battle or lost their lives from disease. In addition, many knights had sold or mortgaged their properties to finance their expeditions. Led by France, European monarchs successfully took advantage of the nobles' misfortune by strengthening royal power,
- Second, two centuries of religious warfare not only promoted hostility between Christians and Muslims but also increased tensions between Christians and Jews. Angry mobs attacked Jewish communities that were often used as scapegoats for special problems.
- Third, the Fourth Crusade dealt a serious blow to the Byzantine Empire. Although Constantinople regained its independence, it never recovered its former power of prestige.
- And finally, the Crusades played a major role in stimulating trade between Europe and the Middle East. While living in the Holy Land, the crusaders acquired a taste for new spices, foods, and clothes they purchased in Arab markets. Many crusaders brought home samples of these products.

1. The major purpose of the passage is to
  - (A) assess the impact of increased trade upon European life
  - (B) explain why nobility lost power
  - (C) evaluate how the Fourth Crusade affected the Byzantine Empire
  - (D) show how the Crusades promoted understanding between Christians and Jews
  - (E) discuss the long-term effects of the Crusades

The second sentence of the passage states that "the Crusades produced a number of additional and unexpected results." The author then discusses four consequences of the Crusades. Choice (A) goes well beyond the scope of the passage. *ZAP IT*. Choices (B) and (C) apply only to the first and third paragraphs. *ZAP* them both. At this point, you need to give careful consideration only to (D) and (E). Choice (D) is an inaccurate statement and can thus be *ZAPPED*. Choice (E) best summarizes the major purpose of the passage.

## IDENTIFYING MAIN IDEA QUESTIONS

Main idea questions are easy to spot. The question specifically asks you to identify the *primary focus* or *major purpose* of the passage. Here are examples of the formats used on recent main idea questions.

- The major purpose of the passage is to...
- The primary purpose of the passage is to...
- The passage is primarily concerned with...
- Which of the following statements best represents a major idea of the passage?
- The main focus of the passage is on the...
- The passage is best described as...
- Which of the following titles best summarizes the content of the passage?

## ZAPPING MAIN IDEA QUESTIONS

Suppose that you were asked to write a main idea question for an SAT passage. Writing the question is easy. All you have to do is choose one of the seven main idea formats used above. Writing the correct answer is also fairly simple. All you have to do is clearly summarize the topic sentence. But, your job is still not finished. The hard part is to write the four other choices that are attractive but still inarguably wrong.

At first glance, writing the incorrect choices would appear to be a very *arduous* (very hard, difficult) task. As you might have already guessed, appearances are once again deceiving. In fact, the SAT writers follow a recognizable pattern when they design the incorrect choices for main idea questions. Knowing this pattern will help you *ZAP* the distracters and find the correct answer.

1. **One or more answers are too broad.** A broad answer goes well beyond the facts provided in the passage. In the Crusades question, choice (A) (*assess the impact of increased trade upon European life*) goes well beyond the scope of what is discussed in the passage.
2. **One or more answers are too narrow.** A narrow answer only covers a small portion of the passage. Narrow responses may be true, but they only apply to a paragraph or a sentence. Choices (B) and (C) in the Crusades question are both too narrow since they only apply to single paragraphs.
3. **One or more answers will be inaccurate.** Inaccurate answers are tempting because they often use actual words from the passage. However, the statement contradicts or is not supported by information in the passage. In the Crusades question, choice (D) (*show how the Crusades promoted understanding between Christians and Jews*) is inaccurate. According to the passage, the Crusades "increased tensions between Christians and Jews."

These three patterns are one reason why teachers and test-takers find the SAT so frustrating. They often approach the test with the misconception that the wrong answers should be obvious.

Identifying broad, narrow, and inaccurate answer choices will help you *ZAP* wrong answer choices and zero-in on the correct answer. It is important to point out that the SAT writers do not have to include a broad, narrow, and inaccurate choice in every main idea question. A question could include one broad choice and three narrow ones. The most important point always to in mind is that the correct answer will summarize the main idea and embrace the passage as a whole.

**GUIDED PRACTICE**

**DIRECTIONS:** The following passage and question gives you an opportunity to apply our strategies for finding the main idea and *ZAPPING* the wrong answer choices. Read the passage and then answer the main idea question below.

Line  
(5) Crete lies across the southern end of the Aegean Sea, between Greece and Egypt. From the beginning of the island's settlement, the Cretans found the soil too poor for growing crops. To survive, they had to turn their geographic location into an economic advantage. During the peak centuries of their prosperity, the Cretans became the earliest people to use seafaring and trade to establish a commercial economy.

(10) Crete's thriving commercial activities supported a comfortable lifestyle. Evidence from archaeological digs provide a picture of Cretan life. Wall paintings in the king's palace-city at Knossos show a lively people with a zest for athletic contests, festivals, and stylish dress. Clad in ruffled gowns, women of the court wore delicate gold jewelry and styled their hair too long, graceful coils. They took part in activities ranging from dancing to strenuous  
(15) sports. This evidence suggests that the Cretan women enjoyed a level of social equality rarely found in the ancient world.

The many flowers, fish, and animals in Cretan paintings reveal that people also delighted in the beauty of nature. Another remarkable aspect of Cretan life was its plumbing. The joys of  
(20) Crete appear to have ended abruptly some time between 1400 and 1200 B.C. Historians do not know whether the cause was a natural disaster or human conquest. Did a nearby volcanic eruption, with an earthquake and tidal wave, destroy the Cretan's world? Were they overrun by invaders? Evidence shows that the Minoans  
(25) attempted to rebuild but soon fell to invaders from mainland Greece.

1. The primary purpose of the passage is to
  - (A) discuss the advantages and disadvantages of a commercial economy
  - (B) describe an early culture
  - (C) describe the role of women in Cretan society
  - (D) prove that the Cretan kings were popular
  - (E) speculate on reasons why Cretan civilization collapsed

## GUIDED PRACTICE

This example illustrates the four types of answer choices typically found in a main idea question.

### DISCUSSION

1. **One or more answers are too broad.** Choice (A) goes well beyond the scope of the passage. While the passage mentions that the people of Crete developed the first commercial economy, it does not describe *the advantages and disadvantages of a commercial economy*.
2. **One or more answers are too narrow.** Choice (C) only applies to the second paragraph, while (E) is limited to the third paragraph.
3. **One or more answers will be inaccurate.** Inaccurate answers sound enticing, but don't be fooled. They are not supported by the passage. Choice (D), *prove that the Cretan kings were unpopular*, is inaccurate. The author provides details about daily life in the king's palace-city at Knossos which suggest that the Cretan kings were popular rulers.
4. **One answer will be correct.** Only choice (B), *describe an early culture*, summarizes the main idea of the entire passage.

**SAMPLE READING PASSAGE DEMONSTRATING THE "THINK ALOUD" PROCESS****INTRODUCTORY PASSAGE 2**

Some scraps of evidence bear out those who hold a very high opinion of the average level of culture among the Athenians of the great age. The funeral speech of Pericles is the most famous indication from Athenian literature that its level was indeed high. Pericles was, however, a politician, and he may have been flattering his audience. We know that thousands of Athenians sat hour after hour in the theater listening to the plays of the great Greek dramatists. These plays, especially the tragedies, are at a very high intellectual level throughout. There are no letdowns, no concessions to the lowbrows or to the demands of "realism," such as the scene of the gravediggers in *Hamlet*. The music and dancing woven into these plays were almost certainly at an equally high level. Our opera - not Italian opera, not even Wagner, but the restrained, difficult opera of the 18<sup>th</sup> century - is probably the best modern parallel. The comparison is no doubt dangerous, but can you imagine almost the entire population of an American city (in suitable installments, of course) sitting through performances of *Mozart's Don Giovanni* or *Gluck's Orpheus*? Perhaps the Athenian masses went to these plays because of a lack of other amusements. They could at least understand something of what went on, since the subjects were part of their folklore. For the American people, the subjects of grand opera are not part of their folklore.

Let's start reading the passage:

*Some scraps of evidence bear out those who hold a very high opinion of the average level of culture among the Athenians of the great age.*

Now this tells you that the author is going to talk about the culture of the Athenians. Thus the stage is set. Go on reading now:

*The funeral speech of Pericles is the most famous indication from Athenian literature that its level was indeed high.*

At this point you should say to yourself: "That's interesting, and there was an example of the high level of culture."

**Read on:**

*Pericles was, however, a politician, and he may have been flattering his audiences.*

Now you can say, "So that's why those people were so attentive in listening - they were being flattered."

**Read on:**

*We know that thousands of Athenians sat hour after hour in the theater listening to the plays of the great Greek dramatists. These plays, especially the tragedies, are at a very high intellectual level throughout. There are no letdowns, no concessions to the lowbrows or to the demands of "realism"...*

At this point you should say to yourself, "That's strange - it could not have been just flattery that kept them listening hour after hour. How did they do it? You can almost anticipate that the author will now give examples and contrast what he is saying to our plays and our audiences.

**Read on:**

*The music and dancing woven into these plays were almost certainly at an equally high level. Our opera, not Italian opera...is probably the best modern parallel. The comparison is no doubt dangerous, but can you imagine almost the entire population of an American city...sitting through performances of...*

Your feeling at this point should be, "No, I cannot imagine that. Why is that so?" So you should certainly be interested to find out.

**Read on:**

*Perhaps the Athenian masses went to these plays because of a lack of other amusements. They could at least understand something of what went on, since the subjects were part of their folklore.*

Now you can say, "So that's why those people were able to listen hour after hour - the material was all part of their folklore!"

**Read on:**

*For the American people, the subjects...are not part of their folklore.*

Now you can conclude, "So that's why the Americans cannot sit through these plays and perhaps cannot understand them - they were not part of their folklore!"

Here are the questions that follow the passage:

- The author seems to question the sincerity of
  - politicians
  - playwrights
  - opera goers
  - "low brows"
  - gravediggers
- The author implies that the average American
  - enjoys *Hamlet*
  - loves folklore
  - does not understand grand opera
  - seeks a high cultural level
  - lacks entertainment
- The author's attitude toward Greek plays is one of
  - qualified approval
  - grudging admiration
  - studied indifference
  - partial hostility
  - great respect
- The author suggest that Greek plays
  - made great demands upon their actors
  - flattered their audiences
  - were written for a limited audience
  - were dominated by music and dancing
  - stimulated their audiences

Let's try to answer them.

**Question 1:** Remember the statement about Pericles. This statement was almost unrelated to the passage since it was not discussed or referred to again. And here we have a question about it. Usually, if you see something that you think is irrelevant in a passage you may be pretty sure that a question will be based on that irrelevancy. It is apparent that the author seems to question the sincerity of politicians (*not* playwrights) since Pericles as a politician. Therefore Choice A is correct.

**Question 2:** We know that it was implied that the average American does not understand grand opera. Therefore Choice C is correct.

**Question 3:** From the passage, we see that the author is very positive about the Greek plays. Thus the author must have great respect for the plays. Note that the author may not have respect for Pericles, but Pericles was not a playwright; he was a politician. Therefore Choice E (not Choice A) is correct.

**Question 4:** It is certainly true that the author suggests that the Greek plays stimulated their audiences. They didn't necessarily flatter their audiences - there was only one indication of flattery, and that was by Pericles, who was not a playwright, but a politician. Therefore Choice E (not Choice B) is correct.

### Example of Underlinings

Some scraps of evidence bear out those who hold a very high opinion of the average level of culture among the Athenians of the great age. The funeral speech of Pericles is the most famous indication from Athenian literature that its level was indeed high. Pericles was, however, a politician, and he may have been flattering his audience. We know that thousands of Athenians sat hour after hour in the theater listening to the play of the great Greek dramatists. These plays, especially the tragedies, are at a very high intellectual level throughout. There are no letdowns, no concessions to the lowbrows or to the demands of "realism," such as the scene of the gravediggers in HAMLET. The music and dancing woven into these plays were almost certainly at an equally high level. Our opera -- not Italian opera, not even Wagner, but the restrained, difficult opera of the 18<sup>th</sup> century -- is probably the best modern parallel. The comparison is no doubt dangerous, but can you imagine almost the entire population of an American city (in suitable installments, of course) sitting through performances of Mozart's DON GIOVANNI or Gluck's ORPHEUS? Perhaps the Athenian masses went to these plays because of a lack of other amusements. They could at least understand something of what went on, since the subjects were part of their folklore. For the American people, the subjects of grand opera are not part of their folklore.

← set stage

← example

← qualification

← further

↙ examples

← comparison

← explanation of previous statements

Now the whole purpose of analyzing this passage the way I did was to show you that if you get involved and interested in the passage, you will not only anticipate many of the questions, but when you answer them you may zero in on the right question choice without having to necessarily analyze or eliminate the wrong choices first. That's a great time save on a standardized test such as the SAT.

Now here's a short passage from which four questions were derived. Let's see if you can answer them after you've read the passage.

### Introductory Passage 3\*

Sometimes the meaning of glowing water is ominous. Off the Pacific Coast of North America, it may mean that the sea is filled with a minute plant that contains a poison of strange and terrible virulence. About four days after this minute plant comes to dominate the coastal plankton, some of the fishes and shellfish in the vicinity become toxic. This is because in their normal feeding, they have strained the poisonous plankton out of the water.

**Note:** This example also appears in Part 3, The 19 Questions That Determine Top College Eligibility.

1. Fish and shellfish become toxic when they
  - (A) swim in poisonous water
  - (B) feed on poisonous plants
  - (C) change their feeding habits
  - (D) give off a strange glow
  - (E) take strychnine into their systems
  
2. One can most reasonably conclude that plankton are
  - (A) minute organisms
  - (B) mussels
  - (C) poisonous fish
  - (D) shellfish
  - (E) fluids
  
3. In the context of the passage, the word "virulence" in line 4 means
  - (A) strangeness
  - (B) interest
  - (C) calamity
  - (D) potency
  - (E) powerful odor

### Strategy 1 - Literal Comprehension Questions

The student is required to understand significant information presented in the passage. This type of question assesses a skill that is important for success in college, namely, reading to acquire information.

The correct answer for literal comprehension questions is essentially a restatement of words found directly in the text of the passage (a different way of stating the same fact or idea referred to in the passage). The answer is based on what is stated in the passage.

- Summarize reading passage.
- Focus on main idea question.
- Look at question stems that ask for main idea.
- Look for supporting detail
- Locate the spot in the passage where the detail referred to in the question is discussed; reread enough of the text to find the answer. Even if you already know something about the subject of the passage, remember to answer the question on the basis of what is stated or implied in the passage.
- Recognize different ways of stating the same fact or idea referred to in the question. Sometimes the phrasing of the question is different from the wording in the passage.
- Underline key words or important information in the question and the passage.
- Cross out incorrect responses as you eliminate them. Remember, you may write anywhere in your PSAT and SAT I test books.
- Read questions carefully, looking for phrases such as **except**, **not**, **only**, and other words that describe exactly what you are asked to do with the information.
- Make sure you can defend your answer choice by referring to words or phrases **within the passage** that support the choice you have made.

**Sample Question Stems for Literal Comprehension**

28. The fourth paragraph (lines 22-28) primarily portrays the
- (A) oppressive environment of July and August in Ghana
  - (B) unpleasant effects of overindulgence
  - (C) futility of the friends' efforts to console Guy
  - (D) depressing atmosphere of the city streets and the hospital
31. Which of the following best expresses the major theme of the passage?
- (A) Technocratic organization compensates for human inadequacies.
  - (B) The technology is the all-encompassing organization of an industrial society.
  - (C) Technocratic organization is essential to all human endeavors.
  - (D) The technocracy enables citizens in a society to achieve their full potential.
  - (E) Technocratic organization is a necessary solution to social injustices.
34. According to the passage, the primary purpose of a "think tank" (line 41) in the technocracy is to
- (A) train and sponsor new leaders
  - (B) trace and document past technical developments
  - (C) control and censor ideas developed by the general public
  - (D) foresee and manipulate new developments in all areas
  - (E) encourage and direct technical competence among average citizens
26. The primary purpose of the passage is to
- (A) commemorate a particular event in Ellington's life
  - (B) discuss the interaction between Ellington and his band
  - (C) identify enduring works of jazz music
  - (D) discuss the appeal of Ellington's band in a particular period
  - (E) detail the awards given to various jazz musicians
35. Which of the following best represents a major idea of the passage?
- (A) Although of a lower order, criticism lays the groundwork essential for the fullest exercise of the creative power.
  - (B) True creative genius operates independently of the circumstances of its historical era.
  - (C) The successful exercise of creativity is entirely random and immune from analysis.
  - (D) Artistic creativity, literary criticism, and philosophy depend on essentially the same intellectual process.
  - (E) Works of literary genius stand in every epoch as functions of analysis and discovery.

### Literal Comprehension Questions

#### Example 1: Main Idea

The passages below are followed by questions based on their content. Answer the questions following each passage on the basis of what is **stated** or **implied** in that passage and any introductory material that may be provided.

The passages for this test have been adapted from published material. The ideas contained in them do not necessarily represent the opinions of the College Board National Merit Scholarship Corporation of Educational Testing Service.

- Information about the deep sea is not easy to gather. Often the information that we have is imprecise because of the limitations of the techniques that are usually used to sample deep-sea communities. An analogy has been made that collecting samples of deep-sea life with the equipment that we have traditionally used is like collecting samples of terrestrial communities with a butterfly net towed behind an airplane. Perhaps this comparison is exaggerated, but it is close enough to have a ring of truth.
- The types of equipment used to sample the organisms of the deep-sea bottom include various types of nets, grabs, and dredges similar in design to those used in shallow water. Sampling of open-ocean animals is done with several types of midwater trawls, large conical nets dragged along the ocean bottom. Because the density of organisms is so low in open-ocean areas below 1,000 meters, these midwater nets must have a large gape, and they must serve a lot of water in order to obtain a representative sample of animals.
- The main problem in sampling the deep sea is that the deeper the sampling, the more the cable needed to get down to the necessary depth and the longer the time needed to make a single haul. In order for the nets towed on the ocean bottom to collect samples effectively, an amount of line equaling two or three times the depth must be played out. For example, if one were trawling at only medium depths of 4,000 meters, about 8,000 to 12,000 meters of cable would be required. Not only do few vessels have the capability of carrying such amounts of cable, but it takes considerable time to feed that amount of cable out and then retrieve it. One can thus appreciate why the number of samples from deep water is not great.
- Still other problems plague biologists who study deep-sea organisms. In shallow waters of the continental shelf, it is possible to ascertain whether the trawl or dredge is fishing on the bottom by "feeling" the vibrations on the cable. In the deep sea, so much cable is played out that the weight of it far exceeds the drag of the dredge or trawl, and vibrations in the cable do not

- reflect action of the sampling device. In an article published in 1964, marine biologist Menzies suggested that the failure of the dredge device to contact the bottom or to fish correctly was responsible for up to 50 percent of failures in deep-sea sampling. With so much cable played out, the chance of its getting snarled, knotted, or wrapped up in the sampling device is considerably increased. Finally, there is the problem of creatures avoiding the net. Many fast-swimming open-ocean animals may simply avoid the slow-moving net by swimming out of its path. If this happens to any great extent then characterizing the deep-sea communities from such net hauls is misleading.

- (45)
- (50)
- (51) In recent years, deep-sea cameras of various designs have done much to increase our understanding of deep-sea communities, particularly bottom communities, and the advent of deep-sea submersibles has further advanced our understanding of these still-remote areas.

46. The primary purpose of the passage is to
- (A) explain why obtaining accurate information about deep-sea communities has been difficult.
  - (B) prove that the density of organisms in open-ocean areas is low.
  - (C) suggest some needed improvements in deep-sea dredging devices
  - (D) point out changes in deep-sea trawling and dredging since Menzies' report.
  - (E) compare the equipment used for sampling in shallow water to that used in deep-sea areas.
47. The primary purpose of the analogy in lines 4-8 is to
- (A) point out the differences between marine and terrestrial environments
  - (B) criticize those who do not use the most modern methods of scientific investigation.
  - (C) suggest that terrestrial investigation is less sophisticated than marine investigation.
  - (D) emphasize the inadequacy of traditional sampling methods in the deep-sea environment.
  - (E) imply that scientists have revised their estimate of what constitutes an adequate sample.
48. According to the passage, one way in which sampling in shallow waters differs from sampling in the deep sea is that in shallow waters the
- (A) type of net used is quite different
  - (B) vibrations on the cable indicate when the trawl is dragging on the sea bottom
  - (C) amount of cable needed varies according to depth
  - (D) failure to obtain a sample is attributed primarily to creatures avoiding the net
  - (E) initial deployment of the net is more directly controlled

Example 2: Supporting Detail

*This passage is excerpted from an article first published in 1965:*

- Line (1) I hesitate to call Ralph Ellison's *Invisible Man* (1952) a Black novel, though of course it is written by a Black man and is centrally concerned with the experiences of a Black American. The appellation is not so much inaccurate as it is misleading. A novelist treating the invisibility and phantasmagoria of Black life in this "democracy" is if he or she tells the truth, necessarily writing a very special kind of book. Yet if the novel is interesting only because of its specialness, the author has not violated the surface of the subject. Despite the differences in their external concerns, Ellison the novelist has as much in common with Joyce, Melville, Woolf, Kafka, Cather, and Faulkner as he does with Black writers such as James Baldwin, Zora Neale Hurston, and Richard Wright. To concentrate on the idiom of a serious novel, no matter how distinctive its peculiarities, is to depreciate it, to minimize the universality of its implications. Though the protagonist of *Invisible Man* is a southern Black man, he is, in Ellison's rendering, profoundly all of us.
- (10)
- (15)
- (20) Despite its obvious social implications, Ellison's novel is a modern gothic, a *Candide*-like picaresque set in a dimly familiar nightmare landscape called the United States. Like *The Catcher in the Rye*, *The Member of the Wedding*, and *The Adventures of Augie March*, Ellison's novel chronicles a series of initiatory experiences through which its naïve hero learns, to his disillusion and horror, the way of the world. However, unlike these other novels of passage, *Invisible Man* takes place, for the most part, in the serrated darkness where nightmare verges on reality and the external world has all the aspects of a disturbing dream. Refracted by satire, at times cartooned, Ellison's world is at once surreal and real, comic and tragic, grotesque and normal - our world viewed in its essentials rather than its externals.
- (25)
- (30)
- (35) Black life is, as Ellison presents it, a relentless unreality, unreal in that Black people as a group are loved, hated, persecuted, feared, and envied, while the individual Black person is unfelt, unheard, unseen - for all intents and purposes invisible. The narrator, who is also the novel's central participant, never identifies himself by name. Though he experiences several changes of identity in the course of the novel, Ellison's hero exists to the reader as a man without an identity, an invisible "I." In taking on a succession of identities, the invisible hero undergoes an increasingly intense succession of disillusioning experiences, each one paralleling and anticipating the one following it. The hero's final loss of illusion forces him underground into the coffin (and womb) of the earth to be either finally burned or finally reborn.
- (40)
- (45)

55. Which of the following titles best summarizes the content of the passage?
- (A) How Ellison's Novel Got Its Title: The Absent Narrator
  - (B) Why Black People Feel Invisible in White Society
  - (C) The Most Notable Qualities of Black Fiction
  - (D) Variations on the Picaresque Novel Ellison, Baldwin, and Wright
  - (E) Ellison's *Invisible Man*: A Novel of Universal Import
56. According to the passage, *Invisible Man* and *The Catcher in the Rye* are both novels that
- (A) tell of the loss of innocence
  - (B) describe urban life
  - (C) share the same idiom
  - (D) depict the breakdown of sanity
  - (E) depict from the conventions of satire
57. According to the author of the passage, the success of *Invisible Man* is due to Ellison's
- (A) realistic depiction of social injustice
  - (B) careful ear for the subtlety of spoken language
  - (C) commitment of racial equity
  - (D) attention to what is unique about his subject
  - (E) effective representation of human experience
58. According to the passage, *Invisible Man* differs significantly from the other novels mentioned in the second paragraph in its
- (A) choice of male hero
  - (B) attention to racial stereotypes
  - (C) concern with rites of passages
  - (D) creation of a nightmare atmosphere
  - (E) seriousness of intent

**CRITICAL READING PRACTICE EXERCISE 1 "MAIN IDEA"**

**Directions:** The following passage includes the first paragraph, the first two sentences of the middle paragraphs, and the last paragraph. Read the passage and then answer the main idea question. Next to each wrong answer choice, write the letter **B** for too broad, **N** for too narrow, or **I** for inaccurate. Mark the correct answer.

- By 1916 the women of the NACW [National Association of Colored Women's Clubs] could point to a long list of achievements.... The NACW had grown to fifty thousand members and it continued to sustain itself, without White largesse, as the first national Black organization (predating the NAACP and the Urban League) to deal with the needs of the race. The accomplishments of its members were formidable.
- School founders like Charlotte Hawkins Brown, Lucy C. Laney, and Mary McLeod Bethune left inspiring legacies for generations to come. Scholarship loans for women to attend college had been provided....
- In the field of health, clubwoman Lugenia Burns Hope organized the Atlanta Neighborhood Union in 1908. Hope, whose parents had been free Blacks in Mississippi, had grown up in Chicago and, forced to leave school when her father died, had worked there for eight years as a dressmaker and bookkeeper....
- Such achievements were duplicated on a smaller scale throughout the country, and several NACW projects became models for the NAACP, the National Urban League, and in the case of the NACW's kindergarten program, the entire public school system of Washington, D.C.

from *When and Where I Enter* by Paula Giddings

1. The primary purpose of the passage is to
  - (A) discuss the life and work of Lugenia Burns Hope
  - (B) compare and contrast the NACW and the NAACP
  - (C) outline the organization and structure of the NACW
  - (D) criticize the contributions of Charlotte Hawkins Brown, Lucy C. Laney, and Mary McLeod Bethune
  - (E) describe the accomplishments of the NACW

## CRITICAL READING PRACTICE EXERCISE 2 "MAIN IDEA"

**Directions:** The following passage includes the first paragraph, the first two sentences of the middle paragraphs, and the last paragraph. Read the passage and then answer the main idea question. Next to each wrong answer choice, write the letter **B** for too broad, **N** for too narrow, or **I** for inaccurate. Mark the correct answer.

- The cockroach, as it happens, is a popular test subject for laboratory research. It adapts well to captivity, lives relatively long, reproduces quickly, and will subsist in full vigor on Purina Dog Chow. The largest American species, up to two inches in length and known as *Periplaneta americana*, is even big enough for easy dissection. One eminent physiologist has written fondly: "The laboratory investigator who keeps up a battle to rid his rat colony of cockroaches may well consider giving up the rats and working with the cockroaches instead. From many points of view the roach is practically made to order as a laboratory subject. Here is an animal of frugal habits, tenacious of life, eager to live in the laboratory and very modest in its space requirements." Tenacious of life indeed....
- The cockroach is roughly 250 million years old, which makes it the oldest of living insects, possibly even the oldest known air-breathing animal....Those primitive early cockroaches possessed a simple and very practical anatomical design that remains almost unchanged in the cockroaches of today....
- Unlike most insects, they have mouthparts that enable them to take hard foods, soft foods, and liquids. They will feed on virtually any organic substance....They are flattened enough to squeeze into the narrowest hiding place, either in human habitations or in the wild. They are quick on their feet, and can fly when they need to....
- Now one further quote from the experts, in summary, and because it has for our purposes here a particular odd resonance. "Cockroaches," say two researchers who worked under sponsorship of the United States Army, "are tough, resilient insects with amazing endurance and the ability to recover rapidly from almost complete extermination."

from *Natural Acts* by David Quammen

2. The primary purpose of the passage is to
- (A) explain why the cockroach is widely used in laboratory experiments
  - (B) suggest a plan for exterminating cockroaches
  - (C) describe a typical cockroach diet
  - (D) discuss reasons for the longevity of cockroaches
  - (E) explain why the cockroach received the name *Periplaneta americana*

**CRITICAL READING PRACTICE EXERCISE 3 "MAIN IDEA"**

**Directions:** The following passage includes the first paragraph, the first two sentences of the middle paragraphs, and the last paragraph. Read the passage and then answer the main idea question. Next to each wrong answer choice, write the letter **B** for too broad, **N** for too narrow, or **I** for inaccurate. Mark the correct answer.

- Line  
(5) Tanzania is a modern country located in eastern Africa. Although Tanzania is a very young nation, its ancient geological sites contain some of the world's oldest human and humanlike fossils. A flat expanse known as Laetoli is one such place. Located in a remote corner of northern Tanzania, Laetoli's rich fossil beds yielded no human or humanlike remains until 1974. In that year, Mary Leakey led a scientific expedition hoping to find new clues about human origins.
- (10) As a veteran of many expeditions, Leakey knew that finding the remains of human ancestors requires great patience, expert knowledge, and luck. After a hard day of painstaking work, one scientist suddenly noticed strange footprints left by extinct animals in an exposed layer of volcanic ash....
- (15) The footprints had been created by an extraordinary set of circumstances. First, a nearby volcano erupted, covering the surrounding landscape with a fresh layer of soft ash....
- (20) Even more dramatic revelations soon followed the discovery of the animal footprints. In 1977, two of Leakey's assistants uncovered footprints remarkably similar to those of modern human beings....
- (25) After careful analysis, scientists concluded that the trail had been made by three creatures now called australopithecines. Human beings and other creatures that walk upright, such as australopithecines, are called hominids....
- (30) The footprints are more than just scientific evidence. They are also reminders from our long-buried past about the human condition. Mary Leakey wrote that studying the footprints produced "a kind of poignant time wrench. At one point, and you need not be an expert tracker to discern this, she stops, pauses, turns to the left to glance at some possible threat or irregularity, and then continues to the north. This motion, so intensely human, transcends time."

3. The primary purpose of the passage is to

- (A) compare and contrast modern and ancient Tanzania
- (B) explain how the footprints were made
- (C) prove that hominids were incapable of walking erect
- (D) discuss a significant archaeological discovery
- (E) speculate about why hominids were present at Laetoli

## CRITICAL READING PRACTICE EXERCISE 4 "MAIN IDEA"

**Directions:** Read the following topic sentences from a critical reading passage. Then write answer choices for the main idea question below. Label your wrong answer choices with **B** for too broad, **N** for too narrow, or **I** for inaccurate. Mark the correct answer.

The physical, chemical, and biological systems of lakes are complex and interrelated. Any one influences and is influenced by the others....

Line (5) Limnologists [scientists who study freshwater ecosystems] have defined distinct zones in lakes, based upon the extent of light penetration in the water. The *littoral zone* is the shallow-water area where light reaches the bottom....

(10) The *limnetic zone* is the open-water area of a lake that extends from the surface to the depth where light intensity is reduced to about one percent of the surface light. In theory, the lower boundary of this zone is the *compensation level*, which is the depth at which oxygen uptake by bacteria, plant, and animal respiration equals photosynthetic oxygen release by green plants....

(15) The *profundal zone* is the deepwater area where only respiration and decomposition occur. Light intensity is too low in the profundal zone for photosynthesis to occur....

The *benthic zone* is the lake bottom, where falling material accumulates and decomposes. It is inhabited by numerous types of burrowing animals....

(20) The thermal properties of a lake are controlled by the length of exposure and intensity of the sun on the lake, by materials in the water which scatter and absorb light, and by wind mixing.

from *Geology in the Urban Environment* by Utgard, McKenzie, and Foley

4. The primary purpose of the passage is to

(A) \_\_\_\_\_

(B) \_\_\_\_\_

(C) \_\_\_\_\_

(D) \_\_\_\_\_

(E) \_\_\_\_\_

Each of the following passages is followed by questions based on its content. Answer the questions following each passage on the basis of what is *stated* or *implied* in that passage and in any introductory material that may be provided.

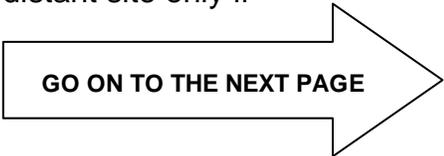
**Questions 16-21 are based on the following passage.**

*The following passage describes the development of tumors, differentiating between the process of formation of malignant and benign ones.*

Line  
5 Neoplasia, or the development of tumors, is the abnormal biological process in which some intrinsic cellular change within a group of normal cells produces a group of cells which no longer respond to the mechanisms which regulate normal cells. As a result, this group of cells increases in number but fails to achieve the specialized characteristics associated with normal cells. The degree to which neoplastic cells resemble their normal counterpart cells, both in appearance and behavior, allows us to classify tumors as either  
10 benign or malignant. Benign tumors look and behave like their normal tissue of origin, are usually slow-growing, are rarely fatal and remain localized. Malignant tumors, on the other hand, look very little like their tissue of origin and behave in such a manner that the animal which bears the  
15 tumor frequently succumbs.

The characteristic which most strikingly separates malignant tumors from benign tumors is the ability of malignant cells to become widely disseminated and to establish secondary sites of tumor far distant from the original tumor.  
20 This process of widespread dissemination, which is called metastasis, is not well understood; however, some of the features of the process have been ascertained. Before metastasis can occur, the malignant cells must invade the surrounding normal tissue. Initial attempts to invade are  
25 inhibited by the normal tissue. With time, the neoplastic cells undergo changes which allow them to overcome this inhibition, and tumor cells leave the primary mass of tumor. The entire process of inhibition by normal tissue and the eventual breakdown of inhibition is undoubtedly complex.

30 Malignant cells are characteristically less adhesive, one to another, than are normal cells. The outer membrane of the malignant cells contains less calcium than the membrane of normal cells. The malignant cell also acquires a greater negative electrical charge. After malignant cells have invaded the surrounding normal tissue, they ultimately enter  
35 the bloodstream where most of the cells die. Those cells which survive will form a metastasis at a distant site only if



GO ON TO THE NEXT PAGE

- 40 they can adhere to the wall of a small blood vessel. The factors which govern this adherence include the size of the malignant cell or a clump of these cells, the diameter of the blood vessel and the stickiness of the blood vessel wall. Stickiness of the blood vessel wall is at least partially due to the status of bloodclotting components in the blood. In addition to these mechanical considerations, some patterns of
- 45 metastasis are explicable only on the basis of a receptive chemical environment or "soil" in which the malignant cell can grow. Finally, although a number of the characteristics of malignant neoplastic cells have been elucidated as described above, it still must be stated that many aspects of
- 50 their behavior remain a mystery.

16. The main topic of this passage is
- (A) the meaning of neoplasia
  - (B) the inhibition of tumor metastasis by normal tissue
  - (C) the transformation of benign tumors into malignant tumors
  - (D) the manner in which malignant tumors behave in the body
  - (E) the fate of malignant cells after they enter the bloodstream
17. Before malignant cells can be disseminated to widespread parts of the body, they must first
- (A) acquire new outer membrane characteristics
  - (B) inhibit the lethal effects of components of the blood
  - (C) penetrate the surrounding normal tissue
  - (D) locate the proper chemical environment in which to grow
  - (E) achieve sufficient size to become lodged in a blood vessel
18. According to the passage, the property of a malignant cell that most greatly enhances its metastatic potential is
- (A) its ability to choose the proper "soil"
  - (B) its ability to invade the surrounding tissue
  - (C) the amount of calcium in the outer membrane of the cell
  - (D) the extent of deviation from the appearance of in a normal cell
  - (E) its ability to attach itself to the wall of a small blood vessel



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19. It can be concluded from the passage that
- (A) benign tumors usually progress to malignant tumors
  - (B) malignant cells reach distant tissues by routes yet to be ascertained
  - (C) if the wall of a blood vessel is "sticky," a tumor metastasis has a better chance to develop
  - (D) the outer membrane of malignant cells is the same as that of normal cells
  - (E) the pattern of metastasis of a particular tumor is predictable with considerable accuracy
20. According to this passage, characteristics that distinguish malignant neoplastic cells from normal cells include all of the following *except*
- (A) their growth rate
  - (B) their physical appearance
  - (C) their outer membrane characteristics
  - (D) their normal tissue of origin
  - (E) their ability to invade surrounding tissue and metastasize
21. The word "explicable" in line 45 means
- (A) withdrawn
  - (B) with exception
  - (C) created
  - (D) explainable
  - (E) malignant

The passage below is followed by questions based on its content. Answer the questions on the basis of what is **stated** or **implied** in the passage and in any introductory material that may be provided.

**Questions 24-36 are based on the following passage.**

*The word Bohemia was coined in Paris during the 1830's to describe young artists who led unconventional lifestyles. Bohemians fascinated members of the French middle class known as the bourgeoisie.*

"Bohemia, bordered on the North by hope, work and gaiety, on the South by necessity and courage; on the West and East by slander and the hospital."

Henry Murger  
*Bohemian Life*, 1849

Line (5) For it's nineteenth-century discoverers and explorers, Bohemia was an identifiable country with visible inhabitants, but one not marked on any map. To trace its frontiers was to cross constantly back and forth between reality and fantasy...

(10) Explorers recognized Bohemia by signs: art, youth, the underworld, the gypsy life-style. To Henry Murger, the most influential mapper, Bohemia was the realm of young artists struggling to surmount the barriers poverty erected against their vocations, "all those who, driven by an unstinting sense of calling, enter into art with no other means of existence than art itself." They lived in Bohemia because they could not - or not yet - establish their citizenship anywhere else. Ambitious, dedicated, but without means and unrecognized, they had to turn life itself into an art: "Their everyday existence is a work of genius."

(20) Yet even Murger admitted that not all Bohemians were future artists. Other reporters did not think even the majority were. To that sharp-eyed social anatomist Honoré de Balzac\*, Bohemia was more simply the country of youth. All the most talented and promising young people lived in it, those in their twenties who had not yet made their names but who were destined eventually to lead their nation as "diplomats..."

(30) writers, administrators, soldiers, journalists, a artists! In fact all kinds of ability, of talent, are represented there. It is a microcosm. If the emperor of Russia bought up Bohemia for twenty

(35) million - assuming it were willing to take leave of the boulevard pavements - and transferred it to Odessa, in a year Odessa would be Paris." In their genius for life, Balzac's Bohemia resembled Murger's. "Bohemia has nothing and lives from what it has. Hope is its religion, faith in itself its code, charity is all it has for a budget."

(40) Artists and the young were not alone in their ability to make more of life than objective conditions seemed to permit. Some who were called Bohemians did so in more murky and mysterious ways, in the darker corners of society. "By Bohemians," a stage figure of the 1840's declared, "I understand that class of individuals whose existence is a problem, social condition a myth, fortune an enigma, who have no stable residence, no recognized retreat, who are located nowhere, and who one encounters everywhere! who have no single occupation and who exercise fifty professions; of whom most get up in the morning without knowing where they will dine in the evening; rich today, famished tomorrow, ready to live honestly if they can and some other way if they can't." The nature of these Bohemians

(50) was less easy to specify than either Murger's or Balzac's. They might be unrecognized geniuses or confidence men. The designation "Bohemian" located them in a twilight zone between ingenuity and criminality.

(55) These alternative images of Bohemia are ones we still recognize when we use the term: more recent incarnations like the Beat Generation of the 1950s or the hippiedom of the 1960s contained these real or potential elements, too. Artistic, youthful, unattached, inventive, or suspect, Bohemian styles are recurring features of

(70) modern life. Have they not always existed? In a way, yes: ancient Cynics, wandering medieval poets, eighteenth-century literary hacks - all exhibit features of Bohemia. But written references to Bohemia as a special, identifiable kind of like appear only in the nineteenth century. It was in the 1830s and 1840s, to begin with in France, that the terms "Bohemia," "*la Bohème*," and "Bohemian" first appeared in this sense. The new vocabulary played on the common French word for gypsy - *Bohémian* - which erroneously



- (80) identified the province of Bohemia, which is now part of modern Czechoslovakia, as the gypsies' place of origin....
- (85) From the start, Bohemianism took shape by contrast with the image with which it was commonly paired: bourgeois life. The opposition is so well established and comes so easily to mind that it may mislead us, for it implies a form of separation and an intensity of hostility often belied by experience. Bohemia has always exercised a powerful attraction on many solid bourgeois, matched by the deeply bourgeois instincts and aspirations of numerous Bohemians. This mysterious convergence sometimes leads to accusations of insincerity, even dishonesty: "Scratch a Bohemian, find a bourgeois." But the quality revealed by scraping away that false appearance of opposition is seldom hypocrisy. Like positive and negative magnetic poles, Bohemian and bourgeois were - and are - parts of a single field: they imply, require, and attract each other.

\*French novelist (1799-1850)

from *Bohemian Paris: Culture, Politics, and the Boundaries of Bourgeois Life*, 1830-1930 by Jerrold Seigel

24. The passage is primarily concerned with
- examining the differences between Bohemians and bourgeois
  - describing the etymology of the word Bohemian
  - explaining why Bohemians were drawn to a criminal life-style
  - presenting alternative views of the characteristics of Bohemians
  - discussing the cultural contributions of nineteenth-century French Bohemians
25. In line 13, Murger uses the word "unstinting" to emphasize the Bohemians'
- commitment to developing their artistic talents
  - dedication to a hedonistic life-style
  - inability to resist bourgeois values
  - ambition to become rich and powerful
  - humble origins
26. It can be inferred that Balzac (lines 25-40) believes that most Bohemians
- will become great artists
  - will become dangerous anarchists
  - would prefer to live in Odessa
  - lack the courage to face their problems
  - will become influential bourgeois leaders
27. The quotations from Balzac suggest that he viewed the Bohemians with
- interest and admiration
  - animosity and suspicion
  - fear and loathing
  - envy and resentment
  - embarrassment and distress
28. Both Murger and Balzac
- condemn the Bohemians for attempting to deceive the bourgeois
  - distrust the Bohemians because of their radical ideas
  - admire the Bohemians' ability to create a vibrant life-style
  - express reservations about the Bohemians' ability to eventually assimilate into bourgeois society
  - applaud the Bohemians' commitment to helping the disadvantaged
29. In line 42, "objective" most nearly means
- without bias
  - material
  - impersonal
  - dispassionate
  - clearly marked
30. The quotation in lines 46-57 most probably reflects the point of view of
- the gypsies
  - Murger
  - Balzac
  - some Bohemians
  - some bourgeois

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31. The quotation by the stage figure implies that
- (A) Bohemians were a tiny minority who were rarely seen
  - (B) most Bohemians suffered from malnutrition
  - (C) some Bohemians became criminals
  - (D) the presence of Bohemians in the theater district offended many bourgeois customers
  - (E) Bohemians made excellent actors and actresses
32. Which statement best summarizes the point made in lines 63-73?
- (A) Bohemians have always been subjected to suspicion and scorn.
  - (B) The Bohemian is an inescapable feature of urban society.
  - (C) Bohemianism, as a way of life, is not unique to the nineteenth century.
  - (D) Eighteenth-century Bohemia was similar to nineteenth-century Bohemia.
  - (E) The province of Bohemia was home to aspiring young artists.
33. The discussion of the origins of the word "Bohemia" (lines 73-83) implies that
- (A) Czechoslovakia was the birthplace of the Bohemian life-style
  - (B) Bohemians had much in common with wandering medieval poets
  - (C) the French could not differentiate between Bohemian and bourgeois goals
  - (D) the French believed that gypsies and Bohemians had similar life-styles
  - (E) Murger's view of Bohemia was more accurate than Balzac's
34. In line 79, "common" most nearly means
- (A) unimportant
  - (B) tasteless
  - (C) worn-out
  - (D) widespread
  - (E) average
35. Which statement best summarizes the author's argument in the last paragraph?
- (A) Bohemians were purposely misleading in their actions.
  - (B) Bohemians received considerable financial support from bourgeois customers.
  - (C) Bohemians and bourgeois were more similar than is often realized.
  - (D) Bourgeois were oblivious to the struggles of Bohemians.
  - (E) Bourgeois and Bohemians inherited the same cultural traditions from their ancestors.

Each passage below is followed by questions based on its content. Answer the questions following each passage on the basis of what is **stated** or **implied** in the passage and in any introductory material that may be provided.

**Questions 16-22 are based on the following passage.**

*This passage is taken from a book published in 1975.*

Line  
(5) That Louise Nevelson is believed by many critics to be the greatest twentieth-century sculptor is all the more remarkable because the greatest resistance to women artists has been, until recently, in the field of sculpture. Since Neolithic times, sculpture has been considered the prerogative of men, partly, perhaps, for purely physical reasons: it was erroneously assumed that women were not suited for the hard manual labor required in sculpting stone, carving wood, or working in metal. It has been only during the twentieth century that women sculptors have been recognized as major artists, and it has been in the United States: especially since the decades of the fifties and sixties, that women sculptors have shown the greatest originality and creative power. Their rise to prominence parallels the development of sculpture itself in the United States: while there had been a few talented sculptors in the United States before the 1940's, it was only after 1945 - when New York was rapidly becoming the art capital of the world - that major sculpture was produced in the United States: Some of the best was the work of women.

(10)

(15) By far the most outstanding of these women is Louise Nevelson, who in the eyes of many critics is the most original female artist alive today. One famous and influential critic, Hilton Kramer, said of her work, "For myself, I think Ms. Nevelson succeeds where the painters often fail."

(20)

(25) Her works have been compared to the Cubist constructions of Picasso, the Surrealistic objects of Miro, and the Merzbau of Schwitters.

(30) Nevelson would be the first to admit that she has been influenced by all of these, as well as by African sculpture, and by Native American and pre-Columbian art, but she has absorbed all these influences and still created a distinctive art that expresses the urban landscape and the aesthetic sensibility of the twentieth century. Nevelson

(35)

(40)

says, "I have always wanted to show the world that art is everywhere, except that it has to pass through a creative mind."

- (45) Using mostly discarded wooden objects like packing crates, broken pieces of furniture, and abandoned architectural ornaments, all of which she has hoarded for years, she assembles architectural constructions of great beauty and power. Creating very freely with no sketches, she glues and nails objects together, paints them black, or more rarely white or gold, and places them in boxes. These assemblages, walls, even entire environments create a mysterious, almost awe-inspiring atmosphere. Although she has denied any symbolic or religious intent in her works, their three-dimensional grandeur and even their titles, such as *Sky Cathedral* and *Night Cathedral*, suggest such connotations. In some ways, her most ambitious works are closer to architecture than to traditional sculpture, but the neither Louise Nevelson nor her art fits into any neat category.
- (50)
- (55)
- (60)

16. The passage is primarily concerned with

- (A) explaining why men have dominated sculpture
- (B) outlining the origins and development of sculpture in the United States
- (C) analyzing the artistic influences upon Louise Nevelson's work
- (D) evaluating the unique materials used by Louise Nevelson
- (E) describing the work and importance of Louise Nevelson

**GO ON TO THE NEXT PAGE** 

17. The quote by Hilton Kramer in lines 30-31
- (A) undermines the author's opinion of Louise Nevelson
  - (B) raises doubts about Nevelson's originality
  - (C) suggests that Nevelson should have studied more carefully
  - (D) collaborates the author's appraisal of Louise Nevelson
  - (E) confirms the view that Nevelson's work has religious intent
18. Which of the following is one way in which Nevelson's art illustrates her theory as it is expressed in lines 42-44?
- (A) She sculpts in wood rather than in metal or stone.
  - (B) She paints her sculptures and frames them in boxes.
  - (C) She makes no preliminary sketches but rather allows the sculpture to develop as she works.
  - (D) She puts together pieces of ordinary objects once used for different purposes to make her sculptures.
  - (E) She does not deliberately attempt to convey symbolic or religious meanings through her sculpture.
19. It can be inferred from the passage that the author believes which of the following about Nevelson's sculptures?
- (A) They suggest religious and symbolic meanings.
  - (B) They do not have qualities characteristic of sculpture.
  - (C) They are mysterious and awe-inspiring, but not beautiful.
  - (D) They are uniquely American in style and sensibility.
  - (E) They show the influence of twentieth-century architecture.
20. The author regards Nevelson's stature in the art world as "remarkable" (line 3) in part because of which of the following?
- (A) Her work is currently overrated.
  - (B) Women sculptors have found it especially difficult to be accepted and recognized as major artists.
  - (C) Nevelson's sculptures are difficult to understand.
  - (D) Many art critics have favored painting over sculpture in writing about developments in the art world.
  - (E) Few of the artists prominent in the twentieth century have been sculptors.
21. Which of the following statements about Nevelson's sculptures can be inferred from the passage?
- (A) They are meant for display outdoors.
  - (B) They are often painted in several colors.
  - (C) They are sometimes very large.
  - (D) They are hand carved by Nevelson.
  - (E) They are built around a central wooden object.
22. The author's attitude toward Nevelson's work is best described as
- (A) skepticism about her enduring influence
  - (B) ambivalence about her use of unconventional materials.
  - (C) irritation at being unable to categorize her art
  - (D) confusion about her goals and ideas
  - (E) admiration for her unique and inspired work

Questions 23-30 are based on the following passage.

The following passage is taken from a book about fascinating animals.

Sea cucumbers are not vegetables. They only look and act that way. In fact they are marine animals of the echinoderm phylum, a primitive group that also includes starfish, sea urchins, and two other star-shaped members called the feather-stars and the brittle-stars. Echinoderms are distinct from almost all other animal groups in being radically, rather than bilaterally symmetrical. In other words they know top from bottom but not front from back nor left side from right. They all share a pentamerous anatomical organization, with most of their features occurring in fives: five axes of symmetry, five sets of each organ, five major arteries, and for those like the starfish and the brittle-stars, five legs. They have a mouth hidden under the belly, and an anus that generally marks the center of their back. The skin of an echinoderm is often described as "leathery" or "rubbery" but think instead of the texture of imperfectly cooked tripe. Imbedded in that skin are calcareous plates, in some cases quite small and with no interconnections, constituting a minimal skeleton. Echinoderms have been known to stay in one spot, without moving, for up to two years. They have never heard of eyes. They developed all these eccentric proclivities, back in the Cambrian period a half billion years ago, before any consensus arose as to how an animal was supposed to behave. But just as the echinoderms are exceptional among animals, so are the sea cucumbers exceptional among echinoderms. They retain the five-sided symmetry on the inside but don't give much hint of it externally. Sometime in the dim past they grew so tall and top-heavy that they have tipped over permanently onto one flank. The radial symmetry is now 90 degrees off kilter. Consequently they *do* have a discernible front: the end with the mouth, around which have been added a ring of tentacles like the leaf ends of celery.... They shuffle across the sea bottom in worm-like fashion, by means of muscular contractions and elongations that roll down their soft bodies in waves. Moving deliberately, they swallow the rich benthic mixture of sand and

muck, strain the organic debris from it in their long simple gut, and pass the sterile sand out behind. Theoretically, at least, they glide along like an open pipe while the sand, rippling faintly as it is cleaned, remains stationary.

In sea cucumbers (again, uniquely among all echinoderms) the skeletal plates are reduced to microscopic size and come in delicate patterns like snowflakes, but serve who knows what use. In overall body shape, some species resemble Italian sausages, some are more faithful to their garden namesake, some display the distinguished profile of a balloon overfilled precariously with tapioca. They range from the size of a baby gherkin to the size of a huge zucchini, one of those monstrous county-fair winners that gets its photo sent out on the AP wire. They are variously decorated in swirls and mottles and stripes of lavender, orange, yellow, parakeet green. Truly these guys are out in left field.

But it bothers them not. In the deepest trenches of the ocean they carry on blithely and quite successfully, working on a zone that few other animals are equipped to explore. Researchers on the ocean abyss have discovered that, at a depth of 13,000 feet, sea cucumbers account for half of all the living organisms. Down at 28,000 feet, the sea cucumber majority rises to 90 percent. And at the ocean's bottemest bottom, 33,000 feet down in the Philippine trench, almost no living creatures are to be found - except sea cucumbers.

In the shallower waters, like those coral formations off the west coast of Mexico, they also get along well. This is in part because sea cucumbers have few natural predators, owing presumably to the various nasty poisons contained in the mucous secretions of their skin. Additionally, some species have developed the useful trick of self-mutilation: If a lobster or an otter or a snoopy human lays hold of one of this group, the sea cucumber constricts itself drastically at certain points along the body, and breaks into several pieces. The predator, ideally, will be satisfied with a middle or posterior section. All the sections are destined to die except the front end, with the mouth and tentacles. If this chunk is left in peace, from it will regenerate a new entire cucumber.

from *Natural Acts: A Sidelong View of Science and Nature* by David Quammen

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23. The passage is best described as
- (A) a refutation of a misconception
  - (B) a description of a unique animal
  - (C) a call for more research to answer the riddles posed by sea cucumbers
  - (D) a pleas for stricter environmental standards to protect the sea cucumber's endangered habitat
  - (E) a catalog of members of the echinoderm phylum
24. The author's tone toward sea cucumbers is best described as
- (A) reserve and suspicion
  - (B) concern and anxiety
  - (C) mockery and scorn
  - (D) confusion and frustration
  - (E) amusement and fascination
25. The author implies that the description of echinoderms' skin as "leathery" and "rubbery" (line 19) is
- (A) best applied to sea urchins
  - (B) completely false
  - (C) close but not precisely accurate
  - (D) totally correct
  - (E) irrelevant
26. Which one of the following is not a characteristic of members of the echinoderm phylum?
- (A) behavioral patterns that evolved 500 million years ago
  - (B) blindness
  - (C) an ability to remain stationary for long periods of time
  - (D) bilateral symmetry
  - (E) five-sided anatomy
27. It can be inferred that the ocean bottom
- (A) provides sea cucumbers with all the nutrients they need to survive
  - (B) is often too deep for sea cucumbers to survive
  - (C) supports a startling variety of plant and animal life
  - (D) contains numerous predators who pose a serious threat to sea cucumbers
  - (E) is the only place where sea cucumbers can live
28. The author uses the sentence "Truly these guys are out in left field" (lines 66-67) to emphasize his point that sea cucumbers
- (A) are very unorthodox animals
  - (B) do not belong in the echinoderm phylum
  - (C) vary in size and color
  - (D) are surprisingly sensitive to the reaction of other animals
  - (E) resemble worms
29. In line 71, "equipped" most nearly means
- (A) outfitted for
  - (B) able to
  - (C) arranged for
  - (D) prepared to
  - (E) supplied with
30. Which statement best summarizes the point made in lines 68-78?
- (A) Sea cucumbers are the most common animal found in the world's oceans.
  - (B) Very little is known about how sea cucumbers survive at great depths.
  - (C) Sea cucumbers have the ability to survive in places where few other animals can.
  - (D) Sea cucumbers take pride in being different from other animals.
  - (E) Sea cucumbers are shy animals who resent being studied.

**Strategy 2 - Vocabulary-in-Context**

The student is required to determine the meaning of a word from its context in the reading passage. Some of these questions will require a precise understanding of a fairly common but abstract word as it is used by the author of the passage. Others will test the meaning of a word with multiple definitions as it is used in the passage.

- Don't look only at the dictionary meaning of word.
- To answer such questions, go back to the passage and reread the context in which the word is used. Be sure to read enough of the context to acquire a thorough understanding of the meaning of the word.
- Look at mood or tone question.
- Identify tone of passage after reading passage and before answering the tone or mood question.
- Remember, one word can have several different meanings.
- 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.
- Answer the question according to its meaning in that context.
- Options will often include other meanings of the word that would be appropriate in different contexts.

**Sample Question Stems for Vocabulary-in-Context**

36. By the phrase "labor may be vainly spent" (lines 8-9), the author implies that
- (A) inspiration often misdirects an artist's creative power
  - (B) an unhappy artist is incapable of producing great art
  - (C) only a few masterpieces can be produced during an era
  - (D) true creativity does not require real labor
  - (E) the creative effort cannot produce great literature in every context
23. The word "appreciation" in line 4 most nearly means
- (A) increase in value
  - (B) artistic interest
  - (C) understanding
  - (D) curiosity
  - (E) gratitude
49. In line 3, the word "generously" most nearly means
- (A) charitably
  - (B) helpfully
  - (C) unselfishly
  - (D) widely
  - (E) benevolently
33. The author uses the expression "dinolore" (line 64) to suggest that traditional knowledge of dinosaurs may be considered a
- (A) complex body of information, like any lore
  - (B) blend the fact, fiction and custom like folklore
  - (C) mystery into which one must be initiated, like the lore of a secret society
  - (D) collection of useful practices, like the lore concerning medicinal herbs
  - (E) combination of personal opinion and memory, like the lore of an extended family

## VOCABULARY-IN-CONTEXT

Many words in the English language have multiple meanings. For example, *Webster's New World Dictionary* lists 11 different definitions or uses of the word *common* include: shared (common interests), widespread (A common saying), ordinary (a common person), coarse (common manners), familiar (a common sight), plain (a common face), and frequent (a common occurrence).

When a word has many different meanings, how do you know which one the author is using? The intended meaning clearly depends upon the *context* in which the word is being used. For example, what does the word *common* mean within the context of this sentence: "She didn't see herself as a hero but simply a common citizen." Since the author tells us that the woman didn't see herself as a hero, we are looking for a definition of *common* that means the opposite of hero. Within the context of this sentence *common* means ordinary.

### IDENTIFYING VOCABULARY-IN-CONTEXT QUESTIONS

Vocabulary-in-context questions are designed to test your ability to use contextual clues to determine the meaning of a word or phrase with multiple definitions. Your SAT will contain 4 to 7 vocabulary-in-context questions. Fortunately, they are easy to spot. Here are three typical examples.

- In line 8, "domestic" most nearly means --
- In line 34, the phrase "sensitive to" is used to mean --
- The word "camp" (line 12) most nearly means --

**A CASE EXAMPLE**

Read the following paragraph and then answer the accompanying vocabulary-in-context question.

In 1492, two complex but totally different cultures collided. Europeans believed that land could be brought, sold, and divided. In contrast, Native Americans viewed land as a common resource that, like water and air, could be used by everyone.

In line 3, "common" most nearly means

- (A) coarse
- (B) plain
- (C) frequent
- (D) familiar
- (E) shared

All vocabulary-in-context questions provide a line reference. Your first step is to use this reference to go back to the passage and locate the appropriate sentence. It is wise to read both the sentence you are referred to and the one that precedes it. This will provide you with a more complete content.

Vocabulary-in-context questions are similar to sentence completion questions. As you have learned, each sentence completion question contains a key word or phrase that will lead you to the correct answer. The same principle applies to vocabulary-in-context questions. In the example above, Native Americans are described as viewing land as a "common resource" that "could be used by everyone." In contrast, the Europeans' view "believed that land could be bought, sold, and divided." Native Americans viewed land as a resource that should be *shared* by everyone. Although choices (A), (B), (C), and (D) are all possible meanings of *common*, none of them fits within the context of his passage. Choice (E) is therefore the correct answer.

In this example, all of the answer choices were different definitions of the word *common*. It is important to remember that vocabulary-in-context answer choices can also include unrelated words. For example, in once recent question, SAT writers asked for a word that most nearly means "deliberate." Answer choices included *intentional*, *cautious*, *slow*, *compelling*, and *cunning* are not. Don't let unrelated words fool you. They are distracters and should be **ZAPPED**.

**Directions:** Here are three more vocabulary-in-context questions. As you read each partial passage, use the context to help you determine the correct answer.

The British barons who signed the Magna Carta irrevocably committed themselves to supporting the idea of limited monarchy.

1. In line 2, "committed" most nearly means

- (A) confined
- (B) withheld
- (C) pledged
- (D) released from
- (E) performed

Impressionist paintings are not among the most popular works of art in the world. However, when they first appeared, art critics denounced the paintings, showing no appreciation for the Impressionist's bold new techniques.

2. In line 3, "appreciation" most nearly means

- (A) increase in value
- (B) understanding
- (C) scientific interest
- (D) anxiety about
- (E) gratitude for

I am supposing, or perhaps only hoping, that our future may be found in the past's fugitive moments of compassion rather than in its solid centuries of warfare.

from *A People's History of the United States* by Howard Zinn

3. In line 3, "solid" most nearly means

- (A) unbroken
- (B) rugged
- (C) firm
- (D) reliable
- (E) unanimous

**CRITICAL READING PRACTICE EXERCISE "VOCABULARY-IN-CONTEXT"**

**Directions:** Read each sentence or paragraph. Then use the context to determine the best answer for each question. Circle the correct answer.

Although the British victory in the French and Indian War gave them control over Canada, French-speaking settlers still remained the clear, and dominant, majority in Quebec.

1. In line 3, "clear" most nearly means

- |                  |                |
|------------------|----------------|
| (A) transparent  | (D) untroubled |
| (B) unmistakable | (E) logical    |
| (C) innocent     |                |

Disgruntled investors predicted that the company's final report would probably blame middle-managers and not top executives for failing to follow standard financial practices.

2. As used in line 3, the word "practices" most nearly means

- (A) procedures
- (B) exercises
- (C) rehearsals
- (D) preparations
- (E) rituals

Most professional athletes have short careers. As a result, it is very important for professional athletes to plan ahead so that when their playing days are over they will have other interests to sustain them.

3. The word "sustain" (line 3) most nearly means

- (A) endure
- (B) support
- (C) prolong
- (D) endorse
- (E) validate

After the Constitutional Convention adjourned, a local citizen approached Benjamin Franklin and asked: "Well, Doctor, what have we got, a republic or a monarchy?" Franklin responded with his usual eminent good sense, "A republic, if you can keep it."

4. As used in line 4, the word "eminent" means

- (A) ordinary
- (B) unremarkable
- (C) protruding
- (D) renowned
- (E) elevated

As she passed through the hospital wards in her plain dress, so quiet, so unassuming, she struck the casual observer simply as the pattern of a perfect lady.

5. As used in line 3, the word "pattern" means

- (A) configuration
- (B) duplicate
- (C) decoration
- (D) flawed version
- (E) model

When we want something to eat, we don't have to cultivate our food; we simply hop in the car and drive to the nearest fast-food restaurant. Even if we're feeling more domestic and want to cook at home, the food comes from our own fields and labor, but from the supermarket.

6. In line 3, the word "domestic" most nearly means

- (A) wild
- (B) devoted to home life
- (C) imported from abroad
- (D) tame
- (E) native-grown

**RECOGNIZING A PARAPHRASE**

Carefully examine each of the following pairs of phrases.

**Column A**

perceived the trek  
benefits and burdens  
appeals to many people  
anonymous author

**Column B**

viewed the journey  
gifts and penalties  
widespread attraction  
unknown source

What relationship does each pair of phrases have in common?

Each phrase in Column B is a paraphrase or rewording of the phrase in Column A. We frequently use paraphrasing in our everyday conversations. For example, if your best friend misses a class, you would help him or her catch up by paraphrasing key points from the lesson. Can you think of a recent example when you used paraphrasing to restate something that you read or heard?

SAT writers also use paraphrasing when they are writing answer choices. Many critical reading questions ask you to understand information presented in the passage. The correct answer is often a paraphrase or restatement of words found directly in the text.

**A CASE EXAMPLE**

Read the following paragraph and then answer the accompanying questions.

I had not realized that Shakespeare's plays could be so exciting. His treatment of topics as diverse as war, comedy, and romance struck me, at it still does, as a miracle of language and construction.

To the author, Shakespeare's plays were

- (A) a miracle of language and construction
- (B) based upon obscure events and people
- (C) useless and boring
- (D) filled with biting satire
- (E) intended for professional scholars

Did you have any trouble answering this question? Probably not. Choice (A) provides the correct answer by giving you a direct quote from the passage. Now reread the passage and answer the following question.

To the author, Shakespeare's plays were

- (A) wondrous and well-crafted
- (B) based upon obscure events and people
- (C) useless and boring
- (D) filled with biting satire
- (E) intended for professional scholars

What is the difference between this test item and the previous version? As you can see, the two questions are identical with the exception of Choice (A). Although the two choice (A) answers do not have a single word in common, both are correct. The phrase *wondrous and well-crafted* is a paraphrase of the author's statement that Shakespeare's plays are "a miracle of language and construction." In this paraphrase *wondrous* is another way of saying "a miracle of language" and *well-crafted* is another way of saying "construction."

**Directions:** Knowing how to identify a paraphrase is an important skill for answering critical reading questions. Carefully study each of the following passages. Look for answers that paraphrase words found directly in the text. Circle the correct answer.

After each major event in his life, Washington always returned to Mount Vernon. His stately plantation overlooking the Potomac's serene waters provided a much needed place of calm from the turbulent events transforming America.

1. According to the passage, Mount Vernon served as a place where Washington could
  - (A) avoid making decisions
  - (B) make additional sacrifices for his country
  - (C) enjoy being with his family
  - (D) seek refuge from the swirl of daily news
  - (E) find excitement and new challenge

I could barely conceive of a world beyond our hometown in the Colorado Rockies. But my brother Gary had much wider horizon. He talked about the Vietnam War, the peace movement on college campuses, the civil rights movement in the South - and talked with the enthusiasm and zeal of the dedicated activist he would become.

2. The author's description stresses which of the following about Gary?
  - (A) His limited understanding of life in Colorado
  - (B) His philosophical differences with the author
  - (C) His cosmopolitan world view and passion for politics
  - (D) His problems with local authorities
  - (E) His desire to become a reporter

Limnologists [scientists who study fresh water ecosystems] have defined distinct zones in lakes, based upon the extent of light penetration in the water. The *littoral zone* is the shallow water area where light reaches the bottom. At times, wave action may cause shoreline erosion and bring materials into suspension in the water.

from *Geology in the Urban Environment* by Utgard, McKenzie, and Foley

3. According to the passage, which of the following is true of the littoral zone?
  - (A) It is a very fragile ecosystem.
  - (B) It contains little plant and animal life.
  - (C) It is very difficult for scientists to study.
  - (D) It is the best zone for swimming.
  - (E) It has little depth and is easily penetrated by light.

**DISCUSSION**

1. The passage tells you that Mount Vernon provided Washington with "a much needed place of calm from the turbulent events transforming America." Choice (D) is clearly the best answer since *refuge* is a paraphrase for "place of calm," and *swirl of daily news* is another way of saying "turbulent events."
  
2. According to the author, what topics did Gary talk about? We are told that Gary's conversation ranged from "the Vietnam War" to "the peace movement on college campuses" and "the civil rights movement in the South." How did Gary discuss these topics? We are told that he talked about them "with the enthusiasm and zeal of the dedicated activist he would become." Which of the answers best paraphrases Gary's passionate views about national and world events? Choice (C) is the best answer since *cosmopolitan world view* summarizes Gary's global interests and *passion for politics* is another way of saying "the enthusiasm and zeal of the dedicated activist."
  
3. The passage tells you that the littoral zone "is the shallow water area where light reaches the bottom." Choice (E) is clearly the best answer since *has little depth* is a paraphrase for "shallow water area" and *easily penetrated by light* is a paraphrase for "where light reaches the bottom."

**CRITICAL READING PRACTICE EXERCISE "PARAPHRASES"**

**Directions:** Carefully study each of the following passages. Look for answers that paraphrase words found directly in the text. Circle the correct answer.

*Speculative risks* hold forth the promise of gain or the chance of loss. Of major significance to businessmen is the speculative risk that arises from a changing price level. An increase in price level may bring a gain to one who holds a large inventory of goods; a decrease in price level may bring a loss.

from *Risk and Insurance* by Denenberg, Eilers, Hoffman, Kline, Melone, and Snider

1. According to the passage, which of the following is true of speculative risks?
  - (A) They originate in individual events.
  - (B) They are impersonal in origin and localized in consequences.
  - (C) They are illegal in some states.
  - (D) They involve the prospect for rewards and the risk of damages.
  - (E) They apply only to merchants who own large stores.

Second, the laser beam is very uniform. Ordinary light is made up of photons of a variety of frequencies, while the laser beam is made up of nearly identical photons. It consists, therefore, of one tiny range of shades of one particular color. It is light that is essentially monochromatic (a term that comes from the Greek word meaning one color).

2. According to the passage, which of the following is true of laser beams?
  - (A) They are unvarying and undisciplined.
  - (B) They are consistent and have limited shades of one color.
  - (C) They are dissimilar and have a variety of colors.
  - (D) They are erratic and colorless.
  - (E) They are uneven in quality and irregular in behavior.

Trailblazers and mountain men viewed the westward journey in very different ways. For the mountain men, the trek offered boundless opportunities to explore new lands. For the settlers, the trip was a means to an end, something that had to be endured until they reached their true goal - the rich lands of the west where they planned to build new homes.

3. The contrast between the trailblazers and the settlers is essentially one between
  - (A) misfortune and prosperity
  - (B) energy and exhaustion
  - (C) bleakness and richness
  - (D) predictability and mysteriousness
  - (E) spontaneity and transience

The ancient Sumerians worshipped over 3,000 gods. Archaeologists speculate that the Sumerians created clay dolls of their gods to help their children learn how to identify the various deities. The dolls thus functioned as learning tools and not as sacred objects to be venerated.

4. According to the passage, archaeologists speculate that the Sumerians used clay dolls of their gods as
- (A) tools for instruction
  - (B) toys for amusement
  - (C) idols to be revered
  - (D) objects to be destroyed
  - (E) instruments to be played

During the Reformation, leading theologians often displayed a penchant for endlessly disputing fine points of ceremony instead of concentrating upon the larger issue of rectifying corrupt practices.

5. According to the passage, leading theologians were often concerned with
- (A) reforming abuses in the Church
  - (B) declaring high standards of spiritual conduct
  - (C) arguing about trivial aspects of rituals
  - (D) satirizing pompous priests
  - (E) persecuting each other

By defining space, evoking mood, and focusing attention, the designer gives added dimension to the theatrical event. The contribution of the stage scenery should be evaluated only in these terms. Very good scenery for one production might well appear absurd for another - even another production of the same script. Scenery in isolation has no meaning. Its values emerge only as it contributes to a production's total concept and execution.

from *How Theatre Happens* by Stephen Archer

6. The author believes that scenery should be evaluated only in relation to
- (A) the demands of a specific production
  - (B) the whim of the director
  - (C) the way it defines space
  - (D) its cost-effectiveness
  - (E) its appeal to the audience

**Answering Main Idea, Vocabulary-In-Context, and Paraphrase Questions**

**Directions:** Questions 1-8 are based on the following passage. The questions test your ability to find main ideas, answer vocabulary-in-context questions, and recognize paraphrased answers.

*The following passage is based on information 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 position as research scientists and won recognition and 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 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 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 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 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 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.
- 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 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. Thus they could easily become highly visible targets for elimination from the staff, especially if their behavior was judged in the least imprudent.
- (40) Women's awareness that they were unequal 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 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
- (45) that, during her ten years in the department, men were given at least six positions that she was qualified for and wanted desperately, but for which she was not even considered because she was a woman.
- (50)

1. The passage is primarily concerned with
  - (A) honoring the pioneering work of Florence Sabin
  - (B) predicting the discoveries that leading women scientific researchers will make
  - (C) explaining why leading women researchers opposed supporting a meritocracy
  - (D) criticizing a zoology department for discriminating against women
  - (E) describing the success and problems of women who pursued scientific careers in the early twentieth century
  
2. In line 1, the word "strong" most nearly means
  - (A) muscular
  - (B) vigorous
  - (C) courageous
  - (D) forceful
  - (E) highly flavored
  
3. In line 3, the word "secured" most nearly means
  - (A) defended
  - (B) freed from harm
  - (C) guaranteed
  - (D) gained possession of
  - (E) tied down

4. In line 8, the word "support" most nearly means
- (A) promotion
  - (B) help
  - (C) boosting
  - (D) bracing
  - (E) financial aid
5. According to the passage, why were early women scientists unable to help younger female colleagues?
- (A) They were jealous of the younger women.
  - (B) They were focused on their own career mobility.
  - (C) They were barred from leadership positions.
  - (D) They were unable to overcome the social conditioning from their youth.
  - (E) They were unwilling to betray their belief in meritocracy.
6. Which of the following was NOT a reason why women refrained from challenging the organizational structure blocking their career advancement?
- (A) They lacked numerical strength.
  - (B) They were weak and vulnerable.
  - (C) They were bound by a strict code of professional conduct.
  - (D) They had little political influence.
  - (E) They occupied almost no key administrative positions.
7. In line 47, the word "heads" most nearly means
- (A) geniuses
  - (B) directors
  - (C) fronts
  - (D) sources
  - (E) guides
8. The function of the final paragraph (lines 41-53) is to
- (A) illustrate the discrepancy between the ideal of meritocracy and the reality of male bias against women in scientific fields
  - (B) point out the need to collect more evidence before drawing general conclusions
  - (C) offer two different interpretations of how a meritocracy should function
  - (D) compare and contrast the demands of teaching zoology in college and in high school
  - (E) support the author's contention that women today face even more job discrimination than they did at the beginning of the twentieth century

## SAMPLE VOCABULARY-IN-CONTEXT QUESTIONS

**Example 1:**

Line American Indians are often thought of as one group, but they do not constitute  
 (5) a single, unified ethnic grouping. There are literally hundreds of cultural and  
 linguistic - that is, ethnic - distinctions: the Navajo of Arizona, for example, have  
 little in common with the Mohawks of New York. The Inuits and the Aleuts of  
 Alaska are categorized as American Indians, but they are ethnically distinct from  
 each other and from the American Indians of the contiguous states as well. It is  
 estimated that from 300 to 550 different American Indian languages were in use in  
 North America before European colonization: about 150 are still spoken today.

(10) While the Ingalik language and culture differ from those of the Seminoles, there  
 is a general history that all American Indians have in common: an origin in the  
 prehistoric past somewhere in northeast Asia (their immigration to the Western  
 Hemisphere, over a period of thousands of years, was an event so remote that  
 evidence of it is lost in the strata of ancient rock or ice deposits) and, in more recent  
 (15) centuries, confrontations with European explorers and settlers followed by extreme  
 social and economic discrimination by the European Americans.

For all American Indians, an integrated way of life was irrevocably upset by the  
 arrival of Europeans and their exploration of the land. The trauma of culture  
 conflict had its origins in the very first contacts between the Europeans, who could  
 not comprehend the American Indians' attitude toward land as an everlasting  
 (20) resource for common use, and the American Indians, who could not comprehend  
 the notion of land as private property that could be sold and lost forever.

Most estimates of American Indians population at the time of the European  
 arrival hover around the one million mark. However, for a number of reasons it is  
 believed likely that the population might have been two or more times that. The  
 (25) Europeans introduced not only conflicting ways of life, but diseases to which the  
 American Indians had no resistance, and whole populations died. By 1860, there  
 were only about 340,000 American Indians in the contiguous states and by 1910  
 some 220,000. Improvement in medical care even on remote reservations at about  
 that time resulted in a decline in the death rate, and the American Indian population  
 (30) started to grow. The Census Bureau records that from 1950 to 1970 this population  
 more than doubled, from 357,000 to 793,000.

2. The author indicates that the "trauma of culture conflict" (lines 17-18) initially resulted from the
  - (A) migration of American Indians from northeast Asia to the Western Hemisphere
  - (B) linguistic and cultural differences between the various American Indian groups
  - (C) extreme social and economic discrimination practiced by European Americans
  - (D) different attitudes toward land held by Europeans and American Indians
  - (E) decline of the American Indian population after the arrival of the Europeans
  
3. As used in line 20, the word "common" most nearly means
  - (A) coarse
  - (B) familiar
  - (C) mediocre
  - (D) plain
  - (E) shared

**Example 2:**

**Questions 23-30 are based on the following passage.**

*There has been a great deal of scientific debate about the nature of the object that exploded above Tunguska in 1908. The following passage presents one theory of what happened.*

Line  
(5) The thought came and went in a flash: there was not a chance in a billion years that an extraterrestrial object as large as Halley's comet would hit the Earth. But that was 15 years ago, when I had little appreciation of geological time. I did not consider then the adage that anything that can happen does happen - given the time. My intuition was right - there is not a chance in a billion years for a big hit - but there have been more than 4 billion years of Earth history. Smaller collisions have happened frequently, as evidenced by many ancient impact craters. Even during the brief period of human history, there was a very real event at Tunguska.

(10) Tunguska was a quiet hamlet in central Siberia. At 7:00 a.m. on June 30, 1908, a fireball appeared above the horizon to the southeast. More luminous than the rising Sun, the bright light streaked across the cloudless sky and exploded somewhere to the northwest. The scale of the explosion was unprecedented in recorded history. When seismographers consulted their instruments and calculated the energy that had been released, they were stunned. In today's terms the explosion had the force of a 10-megaton nuclear detonation.

(20) The brilliant object had been seen for hundreds of kilometers around, and the explosion was heard as far away as 1,000 kilometers.\* The shock wave of wind circled the globe twice, and the ejects from the explosion glowed over Northern Europe through the next two nights. Vast amounts of fire debris arrived at California two weeks later, noticeably depressing the transparency of the atmosphere over the state.

(25) Fortunately, the object had exploded at a height of 8.5 kilometers above the ground, and the fall region was very sparsely populated. Hunters who were first to enter the disaster area reported that the whole forest had been flattened and gave accounts of wild forest fires. Systematic investigations did not begin until two decades

\*One kilometer is equal to 0.62 miles. One thousand kilometers equals 620 miles.

(40) later. The first team of experts visited the target area in 1927. They endured hardship to penetrate the devastated forest with horse-drawn wagons to investigate the aftereffect of the blast. Their mapping showed that trees within a radius of 30 to 40 kilometers had been uprooted and blown radially outward from the center of the blast. Within the blast zone, an area of 2,000

(45) square kilometers had been ravaged by fire.

Study of the Tunguska site resumed after the Second World War and is still continuing. Although no meteorite have ever been found, soil samples from Tunguska contain small spherical objects similar to tektites, black glassy objects commonly believed to result from the impact of a meteorite. The material of which tektites are usually composed is only slightly contaminated by extraterrestrial substances from the meteorite itself. The spherical objects found at Tunguska

(50) have been compared to small tektites, or microtektites, which are commonly a fraction of a millimeter in diameter, but the chemical composition of the Tunguska objects resembles cosmic dust. Apparently they were not ejects thrown out of an impact crater, but were derived

(55) directly from the explosion about the Earth, and descended as extraterrestrial fallout.

(60)

What was it that exploded on that sunny morning over Siberia?

(65) Astronomers have conjured everything from black holes to balls of antimatter, but dramatic as the Tunguska event was, it does not seem to require an exotic explanation. The more likely interpretation is conventional: the object was a large meteor.

1. The word "appreciation" in line 4 most nearly means

- (A) increase in value
- (B) artistic interest
- (C) understanding
- (D) curiosity
- (E) gratitude

2. The word "depressing" in line 30 most nearly means

- (A) reducing
- (B) saddening
- (C) indenting
- (D) constraining
- (E) probing

**Example 3:**

*The following passage is from a book written by a zoologist and published in 1986.*

- Line      The domestic cat is a contradiction. No other animal  
has developed such an ultimate relationship with  
humanity, while at the same time demanding and  
getting such independent movement and action.
- (5)      The cat manages to remain a tame animal because of  
the sequence of its upbringing. By living both with other  
cats (its mother and littermates) and with humans (the  
family that has adopted it) during its infancy and  
kittenhood, it becomes attached to and considers that it  
(10) belongs to both species. It is like a child that grows up in  
a foreign country and as a consequence becomes bilin-  
gual. The young cat becomes bimetal. It may be a cat  
physically but mentally it is both feline and human.  
(15) Once it is fully adult, however, most of its responses are  
feline ones, and it has only one major reaction to its  
human owners. It treats them as pseudoparents. The  
reason is that they took over from the real mother at a  
sensitive stage of the kitten's development and went on  
giving it milk, solid food, and comfort as it grew up.
- (20)      This is rather different from the kind of bond that  
develops between human and dog. The dog sees its  
human owners as pseudoparents, as does the cat. On  
that score the process of attachment is similar. But the  
dog has an additional link. Canine society is group-  
(25) organized, feline society is not. Dogs live in packs with  
tightly controlled status relationships among the  
individuals. There are top dogs, muddle does, and bottom  
dogs, and under natural circumstances they move around  
together, keeping tabs on one another the whole time. So  
(30) the adult pet dog sees its human family both as  
pseudoparents and as the dominant members of the pack,  
hence its renowned reputation for obedience and its  
celebrated capacity for loyalty. Cats do have a complex  
social organization, but they never hunt in packs. In the  
(35) wild, most of their day is spent in solitary stalking.  
Going for a walk with a human, therefore, has no appeal  
for them. And as for "coming to heel" and learning to  
"sit" and "stay," they are simply not interested. Such  
maneuvers have no meaning for them.
- (40)      So the moment a cat manages to persuade a human  
being to open a door (that most hatred of human inven-  
tions), it is off and away without a backward glance. As it  
crosses the threshold, the cat becomes transformed. The  
kitten-of-human brain is switched off and the wildcat  
(45) brain is clicked on. The dog, in such a situation, may  
look back to see if its human packmate is following to  
join in the fun of exploring, but not the cat. The cat's  
mind has floated off into another, totally feline world,  
where strange bipedal\* primates have no place.
- (50)      Because of this difference between domestic cats and  
domestic dogs, cat-lovers tend to be rather different from  
dog-lovers. As a rule cat-lovers have a stronger personal-  
ity bias toward working alone, independent of the larger

(55) group. Artists like cats; soldiers like dogs. The much-lauded "group loyalty" phenomenon is alien to both cats and cat-lovers. If you are a company person a member of the gang, or a person picked for the squad, the chances are that at home there is no cat curled up in front of the fire. The ambitious Yuppie, the aspiring politician, the professional athlete, these are not typical cat-owners. It is (60) hard to picture football players with cats in their laps - much easier to envisage them taking their dogs for walks.

Those who have studied cat-owners and dog-owners as two distinct groups report that there is also a gender bias. (65) The majority of cat-lovers are female. This bias is not surprising in view of the division of labor evident in the development of human societies. Prehistoric males became specialized as group-hunters, while the females concentrated on food-gathering and childbearing. This (70) difference contributed to a human male "pack mentality" that is far less marked in females. Wolves, the wild ancestors of domestic dogs, also became pack-hunters, so the modern dog has much more in common with the human male than with the human female.

(75) The argument will always go on - feline self-sufficiency and individualism *versus* canine camaraderie and good-fellowship. But it is important to stress that in making a valid point I have caricatured the two positions. In reality (80) there are many people who enjoy equally the company of both cats and dogs. And all of us, or nearly all of us, have both feline and canine elements in our personalities. We have moods when we want to be alone and thoughtful, and other times when we wish to be in the center of a crowded, noisy room.

(85) \*bipedal: having two feet

1. In line 36, "appeal" means

- (A) request
- (B) application
- (C) attraction
- (D) sympathy
- (E) agreement

2. The word "marked" in line 71 means

- (A) graded
- (B) pronounced
- (C) labeled
- (D) singled out
- (E) written on

3. In line 79, "caricatured" means

- (A) copied
- (B) imitated
- (C) distorted
- (D) ridiculed
- (E) criticized

**Questions 23-30 are based on the following passage.**

*The following passage is taken from a discussion of various ways that living creatures have been classified over the years.*

Line  
(5) The world can be classified in different ways, depending on one's interest and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups - plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.

(10) Another mode of classifying living creatures is commonly attributed to Aristotle. Instead of treating plants, animals, and humans as distinct groups, they are nested. All living creatures possess a vegetative soul that enable them to grow and metabolize. Of these, some also have a sensory soul that enables them to sense their environments and move. One species also has a rational soul that is capable of true understanding. Thus, human beings are a special sort of animal, and animals are a special sort of plant. Given this classification, reasoning from human beings to all other species with respect to the attributes of the vegetative soul is legitimate, reasoning from human beings to other animals with respect to the attributes of the sensory soul is also legitimate, but reasoning from the rational characteristics of the human species to any other species is merely analogical. According to both classifications, the human species is unique. In the first, it has a kingdom all to itself, in the second, it stands at the pinnacle of the taxonomic hierarchy.

(35) *Homo sapiens* is unique. All species are. But this sort of uniqueness is not enough for many (probably most) people, philosophers included. For some reason, it is very important that the species to which we belong be uniquely unique. It is of utmost importance that the human species be insulated from all other species with respect to how we explain certain qualities. Human beings clearly are capable of developing and learning languages. For some reason, it is very important that the waggle dance performed by bees\* not count as a genuine language. I have never been able to understand why. I happen to think that the

waggle dance differs from human languages to such a degree that little is gained by terming them both "language," but even if "language" is so defined that the waggle dance slips in, bees still remain bees. It is equally important to some that no other species use tools. No matter how ingenious other species get in the manipulation of objects in their environment, it is absolutely essential that nothing they do count as "tool use." I, however, fail to see what difference it makes whether any of these devices such as probes and anvils, etc. are really tools. All the species involved remain distinct biological species no matter what decisions are made. Similar observations hold for rationality and anything a computer might do.

\*After finding food, a bee returns to the hive and indicates, through an elaborate sequence of movements, the location of the food to other members of the hive.

23. According to the author, what is most responsible for influencing our perception of a comparison between species?

- (A) The behavior of the organisms in their natural environment
- (B) The organizational scheme imposed on the living world by researchers and philosophers
- (C) The style of language used by scientists in presenting their research
- (D) The sophistication of the communication between organisms
- (E) The magnitude of hierarchical distance between a species and *Homo sapiens*

24. Which of the following is NOT possible within an Aristotelian classification scheme?

- (A) Two species that are alike in having sensory souls but differ in that one lacks a rational soul
- (B) Two species that are alike in having vegetative souls but differ in that only one has a sensory soul
- (C) A species having a vegetative soul while lacking sensory and rational souls
- (D) A species having vegetative and rational souls while lacking a sensory soul
- (E) A species having vegetative and sensory souls while lacking a rational soul

25. Which of the following comparisons would be "legitimate" for all living organisms according to the Aristotelian scheme described in paragraph two?
- I. Comparisons based on the vegetative soul
  - II. Comparisons based on the sensory soul
  - III. Comparisons based on the rational soul
- (A) I only  
(B) II only  
(C) III only  
(D) II and III only  
(E) I, II, and III
26. If the author had wished to explain why "most" people (line 40) feel the way they do, the explanation would have probably focused on the
- (A) reality of distinct biological species  
(B) most recent advances in biological research  
(C) behavioral similarities between *Homo sapiens* and other species  
(D) role of language in the development of technology  
(E) lack of objectivity in the classification of *Homo sapiens*
27. The author uses the words "For some reason" in lines 40-41 to express
- (A) rage  
(B) disapproval  
(C) despair  
(D) sympathy  
(E) uncertainty
28. Which best summarizes the idea of "uniquely unique" (line 42)?
- (A) We are unique in the same way that all other species are unique.  
(B) We are defined by attributes that we alone possess and that are qualitatively different from those of other species.  
(C) We are, but virtue of our elevated rank, insulated from many of the problems of survival faced by less sophisticated  
(D) Our awareness of our uniqueness defines us as a rational species.  
(E) Our apparently unique status is an unintended by-product of classification systems.
29. In line 44, "insulated from" means
- (A) warmed by  
(B) covered with  
(C) barred from  
(D) segregated from  
(E) protected from
30. In the third paragraph, the author criticizes those who believe that
- (A) the similarities between *Homo sapiens* and other species are more significant than their differences  
(B) the differences between *Homo sapiens* and other animals are those of degree, not kind  
(C) *Homo sapiens* and animals belong to separate and distinct divisions of the living world  
(D) *Homo sapiens* and animals have the ability to control their environment  
(E) *Homo sapiens* and other organisms can be arranged in Aristotelian nested groups

**Questions 21-31 are based on the following passage.**

*The passage is from a book by an African American woman who is a law professor.*

Line  
(5) This semester I have been teaching a course entitled Women and Notions of Property. I have been focusing on the ways in which gender affects individuals' perspectives - gender in this instance having less to do with the biology of male and female than with the language of power relations, of dominance and submission, of assertion and deference, of big and little. An example of the stories we discuss is the following, used to illustrate the rhetoric of power relations, whose examination, I tell my students, is at the heart of the course.

(10) Walking down Fifth Avenue in New York not long ago, I came up behind a couple and their young son. The child, about four or five years old, had evidently been complaining about big dogs. The mother was saying, "But why are you afraid of big dogs?" "Because they're big," he responded with eminent good sense. "but what's the difference between a big dog and a little dog?" the father persisted. "They're *big*," said the child. "But there's really no difference," said the mother, pointing to a large, slavering wolfhound with narrow eyes and the calculated amble of a gangster, and then to a beribboned Pekingese the size of a roller skate, who was flouncing along just ahead of us all, in that little fox-trotty step that keeps Pekingeses from ever being taken seriously. (30) "See?" said the father. "If you look really closely you'll see there's no difference at all. They're all just dogs."

(35) And I thought: Talk about a static, unyielding, totally uncompromising point of reference. These people must be lawyers. Where else do people learn so well the idiocies of High Objectivity? How else do people learn to capitulate so uncritically to norm that refuses to allow for difference? How else do grown-up sink so deeply into the authoritarianism of their own world view that they can universalize their relative bigness so completely as to obliterate the viewpoint of their child's relative smallness? (To say nothing of the viewpoint of the slavering wolfhound, from whose own narrow perspective I dare say the little boy must have looked exactly like a lamb chop.)

(40) I use this story in my class because I think it illustrates a paradigm of thought by which children are taught not to see what they see; by which African Americans are reassured that there is no real inequality in the world, just their own bad

(55) dreams; and by which women are taught not to experience what they experience, in deference to men's ways of knowing. The story also illustrates the possibility of a collective perspective or social positioning that would give rise to a claim for the legal interests groups. In a historical moment when individual rights have become the basis for any remedy, too often group interests are defeated by, for example, finding the one four year old who has wrestled whole packs of wolfhounds fearlessly to the ground; using that individual experience to attack the validity of there ever being any generalizable fear of wolfhounds by four year olds; and then recasting the general group experience as a fragmented series of specific, isolated events rather than a pervasive social phenomenon ("You have every right to think that that wolfhound has the ability to bite off your head, but that's just your point of view").

(60) My students, most of whom signed up expecting to experience that crisp, refreshing, clear-headed sensation that "thinking like a lawyer" purportedly endows, are confused by this and all the stories I tell them in my class on Women and Notions of Property. They are confused enough by the idea of property alone, overwhelmed by the thought of dogs and women as academic subjects, and paralyzed by the idea that property, ownership, and rights might have a gender and that gender might be a matter of words.

21. In lines 2-8, the author describes "gender" primarily in terms of

- (A) early childhood experience
- (B) genetics and hormonal chemistry
- (C) the distribution of power in relationships
- (D) the influence of role models on personality formation
- (E) the varying social conventions in different cultures

22. In line 19, "eminent" most nearly means

- (A) famed
- (B) exalted
- (C) protruding
- (D) influential
- (E) obvious

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23. The description of the two dogs in lines 23-28 serves primarily to
- (A) defuse a tense situation with humor
  - (B) discredit what the parents are saying
  - (C) emphasize the dogs' resemblance to their owners
  - (D) suggest that dogs are more sensible than humans
  - (E) illustrate a legal concept regarding pet ownership
24. In line 24, "calculated" most nearly means
- (A) scheming
  - (B) predetermined
  - (C) deliberate
  - (D) predictable
  - (E) estimated
25. The author uses the term "authoritarianism" in line 39 in order to
- (A) link habits of thought with political repression
  - (B) ridicule the parents in the story by using comically exaggerated terms
  - (C) criticize the harsh teaching methods used in law schools
  - (D) show that the attitude represented by the parents is unconstitutional
  - (E) allude to parental roles in societies of the past
26. The author describes the wolfhound's viewpoint (lines 42-45) in order to
- (A) refute those who disapprove of storytelling as a teaching tool
  - (B) introduce an example of desirable objectivity
  - (C) suggest that it is similar to the parents' viewpoint
  - (D) show that viewpoints are not always predictable
  - (E) lead credence to the child's point of view
27. The "paradigm of thought" in lines 46-53 may be described as one that disposes people toward
- (A) cooperating with one another for the common good
  - (B) discussing family problems frankly and openly
  - (C) resorting to violence when thwarted
  - (D) discounting their own experiences
  - (E) suing others over trivial matters
28. The process of defeating group interests described in lines 56-69 is one in which?
- (A) an exception is made to look like a general rule
  - (B) a logical flaw in the group's arguments is attacked
  - (C) a crucial legal term is used in a misleading way
  - (D) statistical evidence is distorted to the opposition's advantage
  - (E) personal arguments are used to discredit group leaders
29. The author presents the idea of wrestling "whole packs of wolfhounds" (line 60) as an example of
- (A) an argument that no lawyer would find plausible
  - (B) an event so unusual as to be irrelevant
  - (C) something that only a child would attempt
  - (D) a morally reprehensible act
  - (E) an easier task than studying law
30. In lines 66-69, the "right" is characterized as
- (A) central to the concept of democracy
  - (B) probably not attainable without a constitutional amendment
  - (C) something that is hardly worth having
  - (D) something that powerful groups are reluctant to give up
  - (E) something that most people are not aware that they have
31. The final paragraph suggests that the author probably believes that a law professor's main duty is to
- (A) make a highly technical subject exciting to students
  - (B) jar students out of unexamined assumptions about the study of law
  - (C) emphasize the importance of clear legal writing
  - (D) encourage more students from disadvantaged groups to become lawyers
  - (E) train students in the practical skills they will need in the courtroom

Questions 25-30 are based on the following passage.

*The following excerpt is from a 1970 book dealing with the philosophy of science.*

- In popular misconception, science is believed to be omnipotent: what is has not yet achieved, it will ultimately achieve. It is believed to be infallible; to say of anything that it is scientific is thought to give it the impress of truth, the certainty that brooks not shadow of doubt. Even the packets of breakfast cereals bear witness to this; advertising owes much of its power to the weight carried by a so-called scientific statement; to attribute scientific qualities to some process or other is to stifle criticism. Naturally, the advertiser allows no hint of uncertainty to mar claims dubbed scientific; hence they become indisputable, eternally true, profoundly significant - at least they do in the eyes of those susceptible to the wiles of advertising. The television screen and the loudspeaker are as blatant and even more clamorous. Popular journalism preaches the same gospel; science is certainty; the findings of a research term must be true; mistakes are never made; progress is uninterrupted.
- As a result of this clamor is the unquestioning acceptance of the belief that science has proven such and such statements to be true; that the findings of science correspond to reality, and are therefore inevitable, indisputable, and final - claims that no scientist would make, claims that no philosopher could admit. There has been another influence at work that bolsters this belief. This is the view that even some scientists themselves profess to have of their subject, a view that owes its origin to the immense influence of the philosopher Ernst Mach (1838-1916), who developed a conception of science as a convenient summary of experience. The purpose of science, he said, was to save time and trouble in recording observations. Science was the most economical adaptation of thought to facts and was as external to the facts as is a map, a timetable, or a telephone directory. It must not go beyond experience by affirming anything that cannot be tested by experience; above all, scientists must be immediately prepared to drop a theory the moment an observation turns up to conflict with it. Scientists must have an absolute respect for observations; they must hold scientific theories in judicial detachment. Scientists must be passionless observers, unbiased by emotion, intellectually cold.
- The facts are otherwise. The history of science shows us, again and again, great discoveries made

(55) by passionate adherence to ideas forged in the white heat of imagination. It shows us slow construction, brick by patient brick, of a scientific edifice, often in complete disregard of apparently conflicting evidence. And it shows use bold imaginative leaps made in the dark, in unjustified anticipation of success, only later to receive astonishing experimental confirmation.

25. In line 6, the phrase "certainty...doubt" refers to which property popularly ascribed to science?
- (A) Provable tenets  
 (B) Healthy exchange of ideas  
 (C) Widely held beliefs  
 (D) Absolute authority  
 (E) Unswerving dedication
26. As used in line 5, "impress" most nearly means
- (A) depth  
 (B) influence  
 (C) sensitivity  
 (D) pressure  
 (E) stamp

GO ON TO THE NEXT PAGE

27. The breakfast cereal example (lines 6-11) is used to support the view that
- (A) responsible manufacturers ensure the quality of their products through scientific research
  - (B) children increasingly have become the targets of advertising
  - (C) scientific claims are used to enhance the appeal of certain products
  - (D) more scientific research is needed in the area of nutrition
  - (E) the effects of advertising have so far been minimal
28. The word "clamor" (line 22) is used to
- (A) characterize the promulgation by the media of a certain image of science
  - (B) emphasize the author's view that scientific findings can seem confusing
  - (C) indicate the excitement in the scientific community over a dramatic breakthrough
  - (D) exaggerate the differences of opinion between advertising and journalism
  - (E) represent the debate that exists about the role of science in everyday matters
29. The sentence beginning "The history" (lines 49-52) indicates that scientific discoveries
- (A) do not always depend on ploddingly rational, organized thinking
  - (B) rarely hold up when they are arrived at frivolously
  - (C) usually reflect the personality of the scientists who made them
  - (D) are approached so illogically that scientists work best alone
  - (E) are made in such states of emotion that researchers overlook important data
30. Which example most accurately illustrates what is being described in lines 55-57 ("And it shows...success")?
- (A) The excavation of the ruins of an ancient city to search for clay writing tablets
  - (B) A voyage across an ocean in search of a hypothesized new continent
  - (C) The microscopic inspection of muscle tissue in order to discover its anatomy
  - (D) The accidental discovery of a new galaxy while scanning the sky for comets
  - (E) An experiment in which one group of people is given a drug and another group a placebo

### Strategy 3 - Extended Reasoning

The student is required to read actively, to synthesize and analyze information as well as to evaluate the assumptions made and the techniques used by the author. The student should be able to recognize what points would strengthen or weaken the author's argument and should be able to follow the logic of the passage well enough to make sense of what the author is saying and suggesting.

Extended reasoning includes questions that require students to make inferences, fill in gaps, see implications, relate parts of the text to each other or to the whole, follow the logic of an argument, identify cause and effect, recognize consistency or inconsistency in the text, interpret the purpose of rhetorical devices, and compare or contrast arguments. Questions about the overall theme or meaning of the passage and about the purpose, attitude, or tone of the speaker are also included in this category.

Extended reasoning questions are grouped into three types.

#### 1. Interpretation

- interpret specific pieces of text or impose meaning by integrating details
- discover relationships by comparing/contrasting information
- infer actions and motives not specifically stated

#### 2. Synthesis/Analysis

- relate portions of text to each other/analyze information in one part of the passage in terms of information presented elsewhere
- recognize how part of the text relates to the organization or to the main idea of passage
- make inferences across large portions of text
- see cause and effect
- follow logic of an argument
- understand implications of what is stated

#### 3. Evaluation

- make judgment about the text
- evaluate assumptions on which author bases argument
- recognize author's techniques (interpreting purpose of rhetorical devices) - distinguish style, tone, mood or attitude of author
- apply information from text to information outside of (not covered) text
- recognize what points would strengthen or weaken the author's argument(s)
- make judgments about arguments that could have preceded the text or logical conclusions that could follow the text

## Strategies for Extended Reasoning Questions

- Read beyond the lines.
- Infer or interpret an answer from what is stated.
- Evaluate and form conclusions from what is stated.
- Distinguish between facts, assumptions and inferences.

### **Facts**

Facts are statements that are known to be true and that can be demonstrated to be true.

For example:

There are 12 inches in a foot.

It is against the law to drive above the speed limit.

### **Assumptions**

Assumptions are suppositions or propositions that authors draw on in reaching their conclusions. Often they are not explicitly stated. To read critically, you must be able to recognize unstated assumptions the author has made because these assumptions may be accurate or inaccurate, at least from your viewpoint. Identify some of the underlying assumptions in the following examples:

The principal has promised a big victory dance after the championship game next week.

Let's have a picnic tomorrow.

Reducing the work force will increase the profits.

### **Inferences**

Inferences are conclusions that you reach on what has been stated in the reading passage. To infer is to arrive at a conclusion through reasoning, to understand what is implied by statements that are made.

Example:

The problem of junk mail has grown to epidemic proportions. I've counted no fewer than 616 pieces of junk mail in my mail box in a given year! 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.

The author's description of junk mail is probably based on

- (A) personal experience
- (B) research and statistics
- (C) hearsay
- (D) interviews

The author never explicitly states the source of the information, but because all the examples are taken from the author's own life, it is strongly implied that personal experience is the source of information. Phrases such as "I've counted...my mail box," "promised me prizes," "I wrote this con artist," and "I never heard from him" all indicate that the author's opinions are based on personal experience.

Other inferences can also be drawn from this passage. For example, the reader can infer that the author believes there is an element of dishonesty in the information presented in junk mail by use of such phrases as "post-office pirates" and "con-artist."

## MAKING INFERENCES

Previously, you have learned strategies for answering main idea and vocabulary questions. In this section you will start by learning how to make sound inferences based on facts.

Suppose your best friend avoided you at a party. What would you conclude from this behavior? You would probably conclude that your friend was mad at you.

In this situation, you reached a conclusion by using inferential thinking. First, you began with the facts. A *fact* is a statement that may be checked and proven true or false. For example, your friend's failure to talk with you at a party is a statement of fact. Based upon this fact, you inferred that your friend was angry at you. An *inference* is a conclusion arrived at by reasoning from facts. It is important to note that an inference may or may not be true. For example, your friend may have been in a bad mood and didn't want to ruin your evening.

Learning how to make inferences is an important part of being a skilled critical reader. Since authors do not always explicitly state their opinions or conclusions, it is often necessary to make inferences "by reading between the lines." As in everyday life, you begin by first identifying the relevant facts. You then use these facts to help you make a reasonable inference or conclusion.

### IDENTIFYING INFERENTIAL QUESTIONS

Inferential questions are very easy to identify. Here are examples of recent inferential questions.

- It can be inferred from the passage that...
- Which of the following can be inferred?
- The author implies that...
- The passage as a whole suggests that...

The words *infer*, *imply*, and *suggest* are signal words that should alert you to expect an inferential question.

**A CASE EXAMPLE**

Read this excerpt from a passage on ancient Sparta and answer the inference question that follows. Mark the letter of the best response and then make a note of the supporting evidence that led you to that answer.

Line                   Sparta, which had grown from an organization of  
(5)                   conquerors, was by its location less exposed to the influence of  
                      trade. . . .Sparta developed into a civilization more like that of  
                      modern Junker Prussia, that is, feudal landlords bound together by  
                      holding down their serfs or *helots*. The organization of Sparta always  
                      reflected internal tension by the necessity for remaining perpetually  
                      arms, as much against internal revolution from the serfs or *helots*,  
                      who were the conquered older inhabitants, as against external  
                      attack.

from *Western Political Heritage* by William Y. Elliot and Neil A. McDonald

The author implies that the helots were

- (A) privileged
- (B) cruel
- (C) greedy
- (D) confused
- (E) rebellious

Supporting Evidence:

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The author never explicitly tells us how the helots acted toward the Spartans. However, the author does provide a number of useful facts. First, we are told that the landowning Spartans were unified by "holding down" the helots. Second, the Spartans remained "perpetually armed" to guard against the possibility of "internal revolution." Finally, the helots were "conquered older inhabitants" of the area. Taken together, these facts support the inference that the Spartans must have faced a possible helot revolt. The best answer is therefore (E).

**Directions:** Read each passage. Then answer the inferential questions that follow. Mark the letter of the best response and then make a note of the supporting facts that lead you to that answer.

Line  
(5) To be chosen to compete in the drama competition was itself a great honor, and the cream of Athens' leadership vied for the right. For example, Aeschylus, one of the most revered and successful playwrights, was also one of Athen's most honored generals; for Aeschylus to win first prize for tragedy, a feat he accomplished repeatedly, was roughly comparable to having General Dwight Eisenhower win the Pulitzer Prize for drama.

from *Theatre: The Dynamics of Art* by Brian Hansen

1. It can be inferred from the passage that
  - (A) Aeschylus successfully based his tragedies on his own military experiences
  - (B) Dwight Eisenhower equaled Aeschylus as a general and playwright
  - (C) the drama competition's prestige attracted Athen's most distinguished citizens
  - (D) Aeschylus was a better general than playwright
  - (E) few Athenians entered the drama competition

Supporting Evidence:

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Line  
(5)

If curiosity, cunning, adaptability, inurement to repetition were - along with sociability - the prime virtues of early man, the later Paleolithic hunter needed still other traits: courage, imagination, adroitness, readiness to face the unexpected. At a critical moment in the hunt, when an enraged buffalo, already wounded, turned upon the hunters closing in upon him, the ability to act in concert at the command of the most experienced and daring hunter was the price of avoiding injury and sudden death. There was no parallel to this situation in food gathering, nor yet in the later modes of Neolithic agriculture.

from *The Myth of the Machine* by Lewis Mumford

2. The author infers that late Paleolithic groups developed highly disciplined practices from the knowledge that
- (A) hunting brought more prestige than food gathering
  - (B) the supply of big game animals had begun to dwindle
  - (C) they lived during a period of adverse weather conditions
  - (D) the animals they hunted were dangerous
  - (E) they competed with early farmers for good land

Supporting Evidence:

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## CRITICAL READING PRACTICE EXERCISE "INFERENCE QUESTIONS"

**Directions:** Read each passage. Then answer the questions that follow. Mark the letter of the best response and then write, in the space provided, the supporting facts that led you to that answer.

Line  
(5)

Hot on the trail of finding the truth about sky-stones was a young lawyer-turned-physicist, Ernst Chladni, at the University of Berlin. Ignoring popular superstition and scientific scorn alike, Chladni started his investigation from scratch by plucking his way through musty libraries and archives. . . centuries-old accounts of "fallen masses." . . . He analyzed numerous specimens of curiosity heavy rocks gathered from diverse parts of the globe. . . Chladni was coming to the unorthodox but inevitable conclusion that meteorites are extraterrestrial objects.

from *Stones from the Stars* by T.R. LeMaire

1. The author implies which of the following?
  - (A) Recorded reports of "falling rocks" conclusively proved the extraterrestrial origin of meteorites.
  - (B) Historical accounts of meteorite falls had been previously neglected by most scientists.
  - (C) Meteorite showers occurred less frequently in Chladni's time than in previous centuries.
  - (D) Chladni recognized the link between superstition and scientific inquiry.
  - (E) Chladni placed more emphasis on eyewitness accounts than on chemical analysis.

Supporting Evidence:

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In 1974, archaeologist Mary Leakey led a scientific expedition to Tanzania hoping to find clues about the origins of human life. Although Leakey's team found numerous animal fossils, two years of careful searching only produced a few jaw fragments and teeth from human-like creatures. But lucky breaks often come in unexpected ways. Letting off steam after a hard day of painstaking work, several scientists began throwing chunks of dried elephant dung at one another. As one scientist searched the ground for more ammunition, he noticed strange marks in a recently exposed layer of volcanic ash. A closer investigation revealed that the marks were footprints left by extinct species of early hominids.

Line  
(5)  
  
  
  
  
  
  
(10)

2. It can be inferred from the passage that the discovery of the fossilized footprints was a result of
- (A) long hours of careful research
  - (B) a lucky excavation in an unlikely place
  - (C) an accidental discovery of an exposed surface
  - (D) a meticulous study of modern animal tracks in the area
  - (E) a tip provided by an amateur archaeologist

Supporting Evidence:

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Line  
(10)

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 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 of this behind - but we are. I am thirteen years old, and we are emigrating. It's a notion of such crushing , definitely finality that to me it might as well mean the end of the world.

from *Lost in Translation* by Eva Hoffman

3. The author's description of the crowd on the shore suggests that
- (A) her family does not expect to find a warm welcome
  - (B) her relatives will not be able to visit her
  - (C) her family's friends have now turned against them
  - (D) she will find it difficult to communicate with her friends
  - (E) the step she is taking is irreversible

Supporting Evidence:

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**CRITICAL READING PRACTICE EXERCISE "INFERENCE QUESTIONS"**

**Directions:** Read each passage. Then answer the questions that follow. Mark the letter of the best response and then write, in the space provided, the supporting facts that led you to that answer.

Line  
(5) It is frequently assumed that the mechanization of work has a revolutionary effect on the lives of the people who operate the new machines and on the society into which the machines have been introduced. For example, it has been suggested that the employment of women in industry took them out of the household, their traditional sphere, and fundamentally altered their position in society.

1. It can be inferred from the passage that, before the Industrial Revolution, the majority of women's work was done in which of the following settings?
  - (A) textile mills
  - (B) private households
  - (C) offices
  - (D) factories
  - (E) small shops

Supporting Evidence:

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Line (5) The absence of recorded sunspot activity in the notes kept by European observers in the late seventeenth and early eighteenth centuries has led some scholars to postulate a brief cessation of sunspot activity at that time (a period called the Maunder minimum). The Maunder minimum has been linked to a span of unusual cold in Europe extending from the sixteenth to the early nineteenth centuries. The reality of the Maunder minimum has yet to be established, however, especially since the records that Chinese naked-eye observers of solar activity made at the time appear to contradict it.

(10)

2. It can be inferred from the passage that Chinese observations of the Sun during the late seventeenth and early eighteenth centuries
- (A) are ambiguous because most sunspots cannot be seen
  - (B) probably were made under the same weather conditions as those made in Europe
  - (C) are more reliable than European observations
  - (D) recorded some sunspot activity during this period
  - (E) have been employed by scientists seeking to argue that a change in solar activity occurred during this period

Supporting Evidence:

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Line  
(10)

Scholars often fail to see that music played an important role in the preservation of African culture in the United States. They correctly note that slavery stripped some cultural elements from Black people - their political and economic systems - but they underestimate the significance of music in sustaining other African cultural values. African music, unlike the music of some other cultures, was based on a total vision of life in which music was not an isolated social domain. In African culture music was pervasive, serving not only religion, but all phases of life, including birth, death, work, and play. The methods that a community devises to perpetuate itself come into being to preserve aspects of the cultural legacy that that community perceives as essential. Music, like art in general, was so inextricably a part of African culture that it became a crucial means of preserving the culture during and after the dislocations of slavery.

3. Which of the following statements concerning the function of African music can be inferred from the passage?
- (A) It preserved cultural values because it was thoroughly integrated into the lives of the people.
  - (B) It was more important in the development of African religious life than in other areas of culture.
  - (C) It was developed in response to the loss of political and economic systems.
  - (D) Its pervasiveness in African culture hindered effectiveness in minimizing the impact of slavery.
  - (E) Its isolation from the economic domains of life enabled it to survive the destructive impact of slavery.

Supporting Evidence:

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## RECOGNIZING ATTITUDE, MOOD, AND TONE

Take a close look at the following list of words. What do they all have in common?

- anger
- joy
- frustration
- sadness
- fear

Each of these words describes a different mood. A *mood* is a predominant emotion. If you are with a friend, how can you determine if he or she is angry or happy? In our everyday conversations, we pay close attention to a person's tone of voice and body language. For example, a person who is angry will often raise his or her voice and frown. In contrast, a person who is happy will probably speak normally and smile.

Interpreting a person's mood requires good human relations skills. Interpreting a writer's mood requires good critical thinking skills. Each author has an *attitude*, or state of mind, toward the subject he or she is writing about. While authors cannot literally frown or smile at the reader, they can reveal their attitudes by the descriptive phrases and examples they use.

### IDENTIFYING ATTITUDE, MOOD, AND TONE QUESTIONS

The SAT writers often ask you to determine an author's attitude, mood, or tone. These questions are easy to spot. Here are examples of the format used on recent PSATs and SATs.

- The author's attitude toward \_\_\_\_\_ is best described as
- The author's tone in the passage is best described as
- The author uses the word "\_\_\_\_\_" to express
- The author's perspective on \_\_\_\_\_ is that of

**KEY WORDS IN QUESTIONS ON ATTITUDE, MOOD, AND TONE**

The SAT often draw upon a small but important group of words to describe different attitudes. For purposes of easy reference, here is a list of 12 key words.

1. *Cynical* - having or showing a distrustful attitude toward human nature
2. *Skeptical* - having or showing doubts about a person, idea, or belief
3. *Optimism* - an inclination to put the most favorable construction upon an action or to anticipate the best possible outcome
4. *Pessimism* - an inclination to emphasize adverse aspects, conditions, and possibilities or to expect the worst possible outcome
5. *Nostalgia* - a sentimental yearning to return to the past or to an irrevocable condition
6. *Scorn* - to show disdain, contempt
7. *Indifference* - a lack of interest, concern, or enthusiasm
8. *Sarcasm* - a sharp and often satirical utterance designed to cut or give pain
9. *Ambivalence* - simultaneous and contradictory attitudes or feelings, as to be both attracted and repelled by a person
10. *Condescension* - to assume an air of superiority, to patronize
11. *Esteem* - to hold in high regard
12. *Flippant* - lacking seriousness or proper respect

**TWO KEYS FOR ZAPPING ATTITUDE, MOOD, AND TONE QUESTIONS**

1. **Identify positive and negative words.** In Chapter 6, Lesson 6, you learned how to use positive and negative words to help you answer sentence completion questions. The same skill can help you master attitude, mood, and tone questions. Since most attitude questions direct you to a sentence or paragraph, always carefully examine these lines for positive and negative words and phrases. Positive words and phrases indicate that the author approves of a person, place or idea. Negative words and phrases indicate that the author disapproves of a person, place, or idea. Once you have gained a sense of whether the author is positive or negative about a subject, ZAP choices that do

not reflect this view.

2. **ZAP negative choices regarding ethnic groups.** One of your passages will reflect the concerns or accomplishments of an ethnic group. You can be sure that answer choices making negative statements about these groups will be incorrect. Often, after you *ZAP* every negative statement, you will be left with only two or three choices from which to pick.

### A CASE EXAMPLE

Read the following passage and then answer the accompanying question.

Line (5) As soon as the Army set Michael free he went to Harvard, mostly because that was where his father had urged him to apply, and at first he was determined not be taken in by any of the myths or legends of Harvard, either: he didn't even care to acknowledge, let alone to admire, the physical beauty of the place. It was "school," a school like any other, and as grimly eager as any other to collect its share of his GI Bill of Rights money.

(10) But after a year or two he began to relent a little. Most of the courses *were* stimulating; most of the books *were* the kind he had always wanted to read; the other students, some of them, anyway, were turning out to be the kind of men he had always craved as companions.

from *Young Hearts Crying* by Richard Yates

Michael's attitude toward Harvard changed from

- (A) disconnection to ingratitude
- (B) admiration to indifference
- (C) esteem to understanding
- (D) anxiety to skepticism
- (E) detachment to appreciation

Phrases such as "he was determined not be to be taken in by any of the myths or legends of Harvard," and "he didn't even care to acknowledge, let alone to admire, the physical beauty of the place" clearly establish Michael's negative attitude when he first entered Harvard. However, this attitude soon changed. The reversal word *but*, which opens the second paragraph, signals a change in Michael's mood. The author now describes Michael's positive reaction to the courses, books, and other students. The best answer will be one describing a change from a negative to a positive attitude. Choices (B) and (C) can be *ZAPPED* since "admiration" and "esteem" are positive words. Choices (A) and (D) can be *ZAPPED* since "ingratitude" and "skepticism" do not describe Michael's new positive attitude. Only choice (E) correctly describes Michael's shift from a negative to a positive attitude.

**Directions:** Knowing how to identify an author's attitude, mood, and tone is an important skill for answering critical reading questions. Carefully study each of the following examples. Examine the author's choice of words and describe if he or she has a positive or a negative attitude toward the subject. Then mark the answer that best describes this attitude.

Line  
(5)           The Federalist Party completely discounted the ability and intelligence of the ordinary citizen. Indeed, scorn and disdain for the so-called "middling sort" were cornerstones of Federalist ideology. For Jefferson and his followers, the essential political question was thus, "How can we respond to these misconceptions?"

1. The author uses the question, "How can we respond to these misconceptions?" to express Jefferson's
  - (A) objectives to the views of the Federalists
  - (B) ambivalence toward the views of the Federalists
  - (C) detachment from the views of the Federalists
  - (D) optimistic appraisal of the views of the Federalists
  - (E) tentative support for the views of the Federalists

Line  
(5)           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 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 of this behind - but we are. I am thirteen years old, and we are emigrating. It's a notion of such crushing, definitive finality that to meet it might as well mean the end of the world.

from *Lost in Translation* by Eva Hoffman

2. Within the context of this paragraph, the author's statement, "We can't be leaving all of this behind - but we are," expresses her growing mood of
  - (A) skepticism
  - (B) indifference
  - (C) despair
  - (D) exuberance

(E) optimism

Line  
(5) Certainly the blue crab is superbly designed for speed in the water. Its body is shallow, compressed, and fusiform, or tapering at both ends. Although strong, its skeletal frame is very light, as anyone who picks up a cast-off shell readily appreciates. At the lateral extremities are wickedly tapered spines, the Pitot tubes, one might say, of the crab's supersonic air frame. (These spines grow very sharp in large crabs; and good-sized specimens falling to a wooden deck occasionally impale themselves on them, quivering like the target knives a sideshow artist.) This lateral adaptation  
(10) is as it should be, of course, for an animal given to sideways travel.

from *Beautiful Swimmers* by William Warner

3. In this paragraph, the author adopts the tone of a

- (A) tentative novice
- (B) knowledgeable authority
- (C) concerned citizen
- (D) cynical critic
- (E) provocative commentator

1. The first two sentences in this passage summarize the Federalist's view of the average person. Jefferson could approve, disapprove, or be neutral about these views. By calling Federalist views "misconceptions," Jefferson clearly expresses a negative attitude. Since choices (B), (C), (D), and (E) all express neutral or positive attitudes, they can be *ZAPPED*. Only choice (A) expresses the author's negative attitude toward the views of the Federalists.
2. How does the author describe how she feels about leaving Gdynia and becoming an emigrant? The first part of her statement, "We can't be leaving all of this behind," expresses her shock and disbelief at what is happening. The second part, "but we are," expresses the "definitive finality" of what is happening. The author then describes this feeling as "crushing" and says "it might as well mean the end of the world." This statement clearly expresses a negative attitude. Choices (D) and (E) can be *ZAPPED* since they are both positive words. Choice (A) can be *ZAPPED* since *skepticism* means to have doubts and the author stresses the "definitive finality" of what is happening to her. Choice (B) can be *ZAPPED* since *indifference* means "a lack of concern" and the author tells us that she feels as if her world is ending. Only choice (C), *despair*, conveys the author's growing sense of hopelessness and discouragement.
3. The author provides a precise and detailed explanation of how the blue crab's anatomy is "superbly designed for speed in the water." As we have often stressed, your answer must be supported by statements in the passage. Since none of the statements in this passage present the author as *concerned* or *cynical*, choices (C) and (D) can be *ZAPPED*. Since the author never makes a *provocative* statement and his mastery of the subject clearly shows that he is not a *novice*, choices (E) and (A) can be *ZAPPED*. Instead, the author's mastery of the subject establishes him as a *knowledgeable authority*. Choice (B) is thus the best answer.

## CRITICAL READING PRACTICE EXERCISE "ATTITUDE, MOOD &amp; TONE"

**Directions:** Carefully read each of the following passages and questions. Examine the author's choice of words and decide if he or she has a positive or negative attitude. Then mark the answer that best describes this attitude.

- Line  
(5) Harlem in the 1930's might well have struck a sensitive boy as a valley of bones. The Depression had fallen savagely on a not very wealthy economic community to begin with. . . .Jacob Lawrence was what might pass as a statistically average kid in that world. His parents had long been separated and his mother was on welfare a good part of the time. He was a high school dropout. . . .
- (10) A bleak enough picture, but for an imaginative, healthy, very quiet but very determined boy, it was enormously exciting. Those overcrowded states in the West 130s and 140s were full of vivid, racy life. People were living somehow.

from *Jacob Lawrence* by Robert Wernick

- The author's perspective on Harlem in the 1930's is that of
  - an unsympathetic outsider
  - an outraged reformer
  - a hopeful commentator
  - a sad observer
  - a cynical scholar

- Line  
(5) Music expresses, at different moments, serenity or exuberance, regret or triumph, fury or delight. It expresses each of these moods, and many others. . . . It may even express a state of meaning for which there exists no adequate word. . . .In that case, musicians often like to say that it has only a purely musical meaning. . . . What they really mean is that no appropriate word can be found to express the music's meaning and that. . . .they do not feel the need of finding it.

from *What to Listen for in Music* by Aaron Copland

- The author's attitude toward music is best described as
  - delight and wonder
  - concern and anxiety
  - nostalgia and regret
  - mockery and sarcasm

(E) anger and indignation

Line  
(5) Our current views of both the terrestrial and the mechanical New Worlds have been falsely colored by the opaque religious prejudices of the leaders of the eighteenth-century Enlightenment. Thinkers like Voltaire and Diderot, judging medieval institutions by the decayed survivals of their own day, took for granted that the Middle Ages were a period of besotted ignorance and superstition; and in their desire to throw off the influence of the Established Church, they converted the High Middle Ages, one of the great moments in European culture, into a neo-Gothic horror story, assuming that no serious progress had been made in any department until their own period.

(10)

from *The Pentagon of Power* by Lewis Mumford

3. The author's attitude towards the leaders of the eighteenth-century Enlightenment is best described as one of
- (A) awe for their achievements
  - (B) sympathy for their dilemma
  - (C) respect for their scholarship
  - (D) criticism for their misconceptions
  - (E) gratitude for their insights

**CRITICAL READING PRACTICE EXERCISE "ATTITUDE, MOOD & TONE"**

**Directions:** Carefully read each of the following passages and questions. Examine the author's choice of words and decide if he or she has a positive or negative attitude. Then mark the answer that best describes this attitude.

Line  
(5) Once in winter I was far out on the sea ice north of Melville Island in the high Arctic with a drilling crew. I saw a seal surface at some hourless moment in the day in a moon pool, the open water directly underneath the drilling platform that lets the drill string pass through the ice on its way to the ocean floor. The seal and I regarded each other in absolute stillness, I in my parka, arrested in the middle of an errand, the seal in the motionless water, its dark brown eyes glistening in its gray, catlike head. Curiosity held it. What held me was: how far out on the edge of the world I am. A movement of my head shifted the hood of my parka slightly, and the seal was gone in an explosion of water. Its eyes had been enormous. I walked to the edge of the moon pool and stared into the dark ocean. I could not have been more surprised by the seal's appearance if it had fallen out of the winter sky overhead, into the spheres of the light that embraced the drill rig and our isolated camp. To contemplate what people are doing out here and ignore the universe of the seal, to consider human quest and plight and not know the land, I thought, to not listen to it, seemed fatal. Not perhaps for tomorrow, or next year, but fatal if you looked down the long road of our determined evolution and wondered at the considerations that had got us this far.

(10)

(15)

(20)

from *Arctic Dreams* by Barry Lopez

1. The author's overall attitude toward the future of the Arctic is best described as
  - (A) avaricious
  - (B) nostalgic
  - (C) pessimistic
  - (D) inquisitive
  - (E) meditative

Line  
(5) My mother and her friends were, after all, the female counterpart of Ralph Ellison's invisible man. Indeed, you might say they suffered a triple invisibility, being black, female, and foreigners. They really didn't count in American society except as a source of cheap labor. But given the kind of women they were, they could not tolerate the fact of their invisibility, their powerlessness. And they fought back, using the only weapon at their command: the spoken word.

from *Reena and Other Stories* by Paule Marshall

2. The author's attitude toward her mother and the other women is best described as one of
- (A) admiration
  - (B) amusement
  - (C) apathy
  - (D) confusion
  - (E) scorn

Line  
(5) Vindication came in 1803, when even the vaunted French Academy of Science caved in - no doubt prompted by a thundering load of . . . meteorites that landed in Normandy, practically in the academy's lap. As Dr. H.H. Ninger jests in *Our Stone-Pelted Planet*, "It became possible for a meteorite to land in France without fear of embarrassment."

from *Stones from the Stars* by T.R. LeMaire

3. The author's tone in describing how the French Academy of Sciences responded to the meteorites that landed in Normandy is best described as
- (A) shock
  - (B) scorn
  - (C) confidence
  - (D) compassion
  - (E) reverence

**PUTTING IT ALL TOGETHER**

1. A *fact* is a statement that may be checked and proven true or false.
2. An *inference* is a conclusion arrived at by reasoning from facts. An inference may or may not be true.
3. When you answer inference questions, first identify the relevant facts. Then use these facts to help you make a reasonable inference or conclusion.
4. A *mood* is a predominant emotion.
5. Each author has an *attitude*, or state of mind, toward the subject he or she is writing about.
6. When you answer attitude and mood questions, first look for positive and negative words in the passage. Once you have gained a sense of whether the author is positive or negative about a subject, *ZAP* choices that do not reflect this view.
7. *ZAP* all negative choices about ethnic groups.
8. Each SAT includes a pair of passages written by two authors who have different points of view on a topic.
9. When you work on paired passages, begin by reading the first passage and answering the questions that apply to it. Then read the second passage and answer the questions that apply to it. Finally, answer the questions that ask about the relationship between the two passages.

**ANSWERING MAIN IDEA, VOCABULARY-IN-CONTEXT,  
PARAPHRASE, INFERENCE, AND ATTITUDE QUESTIONS**

**Directions:** Carefully read the passage. Then answer the questions that follow. Mark the letter of the best response.

- Line  
(5) Practically speaking, the artistic maturing of the cinema was the single-handed achievement of David W. Griffith (1875-1948). Before Griffith, photography in dramatic films consisted of little more than placing the actors before a stationary camera and showing them in full length as they would have appeared on stage. From the beginning of his career as a director, however, Griffith, because of his love of Victorian painting, employed composition. He conceived of the camera image as having a foreground and a rear ground, as well as the middle distance preferred by most directors. By 1910, he
- (10) was using close-ups to reveal significant details of the scene or of the acting and extreme long shots to achieve a sense of spectacle and distance. His appreciation of the camera's possibilities produced novel dramatic effects. By splitting an event into fragments and recording each from the most suitable camera position, he could
- (15) significantly vary the emphasis from camera shot to camera shot.
- Griffith also achieved dramatic effects by means of creative editing. By juxtaposing images and varying the speed and rhythm of their presentation, he could control the dramatic intensity of the events as the story progressed. Despite the reluctance of his
- (20) producers, who feared that the public would not be able to follow a plot that was made up of such juxtaposed images, Griffith persisted, and experimented as well with other elements of cinematic syntax that have become standard ever since. These included the flashback, permitting broad psychological and emotional exploration as well as
- (25) narrative that was not chronological, and the crosscut between to parallel actions to heighten suspense and excitement. In thus exploiting fully the possibilities of editing, Griffith transposed devices of the Victorian novel to film and gave film mastery of time as well as space.
- (30) Besides developing the cinema's language, Griffith immensely broadened its range and treatment of subjects. His early output was remarkably eclectic: it included not only the standard comedies, melodramas, westerns, and thrillers, but also such novelties as adaptations from Browning and Tennyson, and treatments of social
- (35) issues. As his successes mounted, his ambitions grew, and with them the whole of American cinema. When he remade *Enoch Arden* in 1911, he insisted that a subject of such importance could not be treated in the then conventional length of one reel. Griffith's introduction of the American-made multireel picture began an

(40) immense revolution. Two years later, *Judith of Bethulia*, an elaborate

- historiophilosophical spectacle, reached the unprecedented length of four reels, or one hour's running time. From our contemporary viewpoint, the pretensions of this film may seem a trifle ludicrous, but at the time it provoked endless debate and discussion and gave
- (45) a new intellectual respectability to the cinema.

1. The primary purpose of the passage is to
  - (A) discuss the importance of the Griffith to the development of the cinema
  - (B) describe the impact on cinema of the flashback and other editing innovations
  - (C) deplore the state of American cinema before the advent of Griffith
  - (D) analyze the changes in the cinema wrought by the introduction of the multireel film
  - (E) document Griffith's impact on the choice of subject matter in American films.
  
2. In line 7, the word "employed" most nearly means
  - (A) hired
  - (B) retained
  - (C) utilized
  - (D) discharged
  - (E) worked
  
3. The author's attitude toward D.W. Griffith's work is best described as
  - (A) scornful
  - (B) ambivalent
  - (C) skeptical
  - (D) laudatory
  - (E) flippant
  
4. In line 23, the word "standard" most nearly means
  - (A) banner
  - (B) foundation
  - (C) required
  - (D) irregular
  - (E) accepted

5. It can be inferred from the passage that before 1910 the normal running time of a film was
- (A) 15 minutes or less
  - (B) between 15 and 30 minutes
  - (C) between 30 and 45 minutes
  - (D) between 45 minutes and 1 hour
  - (E) 1 hour or more
6. In the final paragraph (lines 30-45) the author presents evidence to show that
- (A) Griffith achieved artistic acclaim but limited financial rewards
  - (B) Griffith vastly expanded the scope and manner of dealing with cinematic topics
  - (C) Griffith outraged audiences with his ludicrous plots
  - (D) Griffith recognized the artistic limitations inherent in filmmaking
  - (E) Griffith preferred to use American authors and to draw upon American themes
7. It can be inferred from the passage that Griffith would be most likely to agree with which of the following statements?
- (A) The good director will attempt to explore new ideas as quickly as possible.
  - (B) The most important element contributing to a film's success is the ability of the actors.
  - (C) The camera must be considered an integral and active element in the creation of a film.
  - (D) The cinema should emphasize serious and sober examinations of fundamental human problems.
  - (E) The proper composition of scenes in a film is more important than the details of their editing.
8. The author's attitude toward photography in the cinema before Griffith can best be described as
- (A) sympathetic
  - (B) nostalgic
  - (C) amused
  - (D) condescending
  - (E) hostile

## SAMPLE VOCABULARY-IN-CONTEXT QUESTIONS

**Example 2: Interpretation, Synthesis/Analysis, Evaluation**

*In this excerpt from a novel, Jenny (a young medical student), while on a visit to her mother's house, reconsiders her relationship with Harley, her husband.*

- This is what Jenny had brought with her a change of clothes, her anatomy textbook, Harley's letter proposing marriage, and his photo in a sterling silver frame.
- (5) Unpacking, she set the photo firmly on her desk and examined it. She had brought it not for sentimental reasons but because she planned to think Harley over, to sum him up, and she didn't want distance to alter her judgment. She foresaw that she might be so misguided as to miss him. This picture would remind her not to.
- (10) He was a stiff and stodgy man; you could see it in the thickened line of his jaw and in the opaque, bespectacled gaze he directed at the camera. He disapproved of her reasoning methods - too rushed and haphazard, he said. He didn't like her chattering friends. He thought her
- (15) clothes lacked style. He criticized her table manners. "Twenty-five chews per bite," he would tell her. "That's my advice. Not only is it more healthful, but you'll find yourself not eating so much." He was obsessed by the fear that she might grow fat. Since Jenny could count
- (20) everyone of her ribs, she wondered if he had a kind of mad spot - if he were insane not through and through, but in one isolated area. It was the uncontrollability he feared, perhaps, he would not like to see Jenny ballooning, the pounds collecting unrestrained, he would not
- (25) like to see her *getting out of hand*. That must be it. But she did begin to wonder if she might be gaining weight. she stood in front of the full-length mirror, sucking in her stomach. Was it possible her hips were widening? Out in public, though, she noticed that the fleshy women
- (30) were the ones who caught Harley's eye - the burgeoning and dimpled ones, blondes, a little blowzy. It was a mystery, really.
- Jenny's grades were not very good. She was not failing, or anything like that, but neither was she making A's,
- (35) and her lab work was often slipshod. Sometimes it seemed to her that she'd been hollow all these years, and was finally caving in on herself. They'd found her out; at

heart there was nothing to her.

(40) Packing for this trip (which Harley saw as a waste of time and money), she had strode across the bedroom to where his photo sat on the bureau. Harley was standing in front of it.

"Move, please," she told him. He looked offended and stepped aside. Then, when he saw what she wanted, his face had well, flown open, you might say. His glare had softened, his lips parted to speak. He was touched. And *she* was touched that *he* was touched. Nothing was ever simple; there were always these complications. But what he said was, "I don't understand you. Your mother has frightened and mistreated you all your life, and now you want to visit her for not apparent reason."

(50) Probably he was saying "Please don't go."

You had to be a trained decoder to read the man.

(55) She opened his letter of proposal. See how he had dated it: 18 July, 1957 - a form that struck her as pretentious, unless of course he happened to be English. She wondered how she could have overlooked the pompous language, the *American courtship* (as if his superior intelligence placed him on a whole separate continent), and most of all the letter itself, the very fact that it was written, advancing the project of marriage like a corporation merger.

(60) Well, she *had* overlooked it. She had chosen not to see. She knew she had acted deviously in this whole business - making up her mind to win him, marrying him for practical reasons. She had calculated, was what it was. But she felt the punishment was greater than the crime. It was not such a terrible crime. She had had no idea

(65) (would any married person?) what a serious business she was playing with, how long it lasts, how deep it goes.

(70) And now look; the joke was on her. Having got what she was after, she found it was she who been got. Talk about calculating! He was going to run her life, arrange it perfectly by height and color. He was going to sit in the passenger seat with that censorious expression on his face and dictate every turn she took, and every shift of gears.

(75)

**Interpretation**

1. Lines 43-51 introduce which aspect of Jenny and Harley's relationship?
  - (A) The tension Jenny feels
  - (B) Their difficulties in communication
  - (C) Harley's inflexibility
  - (D) The monotony of their marriage
  - (E) The uncertainty about their future together

**Evaluation**

2. Jenny most likely concludes that Harley meant something other than what he was saying about her visit home (lines 49-52) because he had
  - (A) visibly revealed some tenderness
  - (B) objected to her decision to take his picture
  - (C) stated his fondness for her
  - (D) disguised an impulse that he considered immoral
  - (E) previously spoken warmly of her mother

**Interpretation**

3. Jenny considers Harley in his letter of proposal (lines 54-62) to be
  - (A) impressively witty
  - (B) obviously insincere
  - (C) deceptively romantic
  - (D) inappropriately formal
  - (E) intensely emotional

**Evaluation**

4. Before her marriage, Jenny had "chosen not to see" (line 63) Harley's
  - (A) cloying adoration
  - (B) emotional instability
  - (C) biting, sarcastic tone
  - (D) cool, passionless nature
  - (E) devotion to his career

**Interpretation**

5. The reason Jenny thinks she "had acted deviously" (line 64) is because she had
  - (A) treated Harley cruelly
  - (B) followed her instincts
  - (C) not been entirely truthful with herself
  - (D) allowed love to take precedence over more practical considerations
  - (E) deliberately planned to marry Harley

**Interpretation**

6. Jenny feels that "the joke was on her" (line 7) because
  - (A) everyone in her family has been offended
  - (B) she gets a lot of pleasure from her marriage
  - (C) she has been hurt by the achievement of her desire
  - (D) the pain of her marriage has been kept from her mother
  - (E) her marriage has eased the pain of earlier disappointments

**Evaluation**

7. In lines 74-77, the analogy to traveling in a car is used to emphasize
  - (A) the roles Harley and Jenny play in their marriage
  - (B) Jenny's feelings about marriage as an institution
  - (C) Harley's lack of romanticism
  - (D) the struggle between Jenny's intellect and her instincts
  - (E) the solution to the problems faced by Jenny and Harley

**Evaluation**

8. At the end of the passage, Jenny reflects about
  - (A) her decision to leave Harley
  - (B) the type of life she will lead as Harley's wife
  - (C) Harley's respect for her powers of judgment
  - (D) her deepening affection for Harley
  - (E) her desire to seek her mother's advice

**Synthesis/Analysis**

9. In the passage as a whole, Jenny is most concerned with Harley's
  - (A) hostility toward her mother
  - (B) disapproval of her friends
  - (C) compulsion to control her
  - (D) conceit about his intelligence
  - (E) inability to act on his love for her

**Example 1 - Interpretation**

- A flash of bright blue in the green depths of the piney woods caught the eye of wildlife biologist Hilbert Siegler of the Texas Game Commission. Then a second spot of blue stirred as another jay sailed on silent wings to the same branch. The newcomer, holding a morsel of food in its beak, hopped closer to the first bird.
- (5) Turning eagerly, the first jay lifted its crested head and accepted hungrily the gift its visitor poked down into its throat.
- Siegler was astonished. In fledging season, young birds often continue coaxing food from their parents even after they have grown up; in courting season bird swans often bestow dainties upon the females they are wooing. But this wasn't the
- (10) season for fledglings, nor was it courting time. This was the dead winter.
- Hastily the wildlife expert raised his binoculars and got the answer. The recipient of the bounty was an adult jay, a grizzled veteran. The lower mandible of its beak had been broken off nearly at the base. It had no way to pick up its food.
- (15) This impulse to share and cooperate is familiarity awakened in creatures of the wild by members of their immediate families. But here seemed to be something close to the human ideal of sharing.
- Nature's creatures often exhibit impulses of self-assertion and competition. But all through life's vast range, these instincts are balanced by another kind of drive. Nature does not implant in her children just the single message: "Take care of
- (20) yourself." There is a second ancient and universal injunction: "Get together." It is as vital as the breath of life.

1. What do you think made Hilbert Siegler go into the piney woods with his binoculars?
  - (A) He liked walking.
  - (B) It was a nice day.
  - (C) It was part of his job.
  - (D) He wanted to get away.

Supporting evidence: \_\_\_\_\_

2. It can be inferred from the information in the second paragraph that Siegler
  - (A) is familiar with the habits of wildlife
  - (B) thinks jays are interesting to watch
  - (C) is hopelessly puzzled by the action of birds
  - (D) has little curiosity

Supporting evidence: \_\_\_\_\_

3. The fourth paragraph suggests that the author of the passage
- (A) disapproves of the birds' behavior described in the first paragraph
  - (B) thinks blue jays have little regard for each other
  - (C) regards most interpretations of animal behavior with suspicion
  - (D) admires what Hilbert Siegler saw the birds doing

Supporting evidence: \_\_\_\_\_

4. From the incident described, the author concludes that
- (A) nature is based on competition
  - (B) the laws of nature are not yet fully understood
  - (C) the laws of nature allow for competition and cooperation
  - (D) nature favors the strongest

Supporting evidence: \_\_\_\_\_

**NOTE:** None of the examples in this handout include actual PSAT/NMSQT passages or questions. Actual PSAT/NMSQT questions will not ask you to list

supporting evidence.

**CUMULATIVE PRACTICE EXERCISE 1**

(Literal Comprehension, Vocabulary-in-Context, Extended Reasoning)

**Directions:** Each passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

*Hundreds of thousands of Europeans came to the United States in the early part of the twentieth century. The following passage discusses the social and cultural background of one of these immigrant groups.*

Line  
(5) When Dominic Mastroangelo and thousands of his compatriots migrated to the United States from rural southern Italy, the life they left behind was based on a strong folk culture. There were no colleges or formal organizations (except the Roman Catholic church) that promoted the beliefs, history, or traditions of the village people. Instead, each generation absorbed the customary attitudes and opinions by observing and doing the same time-honored tasks and activities.

(10) Everyone in the village shared these beliefs and traditions, so that the life of the family became almost inseparable from the life of the community. Thus, each family was intimately related to the Church, to the celebration of feasts, to the education of children, to the treatment of the sick, to the protection of the individual.

(20) The importance of family life in southern Italy is difficult to compare with anything in our modern experience, for even the smallest American towns do not develop such close relationships between town and townspeople.

(25) A possible comparison might be with our early settlers. To survive the rigors of their surroundings, all members of the settlement worked together to accomplish common goals. Under these conditions, the bonds between members of a community became as strong as those between members of the same family.

1. According to the passage, in the village life of southern Italy, the Roman Catholic church played a unique role primarily because it
  - (A) maintained intimate contact with each member of the community
  - (B) had the sole responsibility for passing on the attitudes from one generation to the next
  - (C) took on the responsibility of caring for the weaker members of the community
  - (D) was the only established institution that influenced the ideas and behavior of the community
  - (E) maintained its influence over all the villagers, even those that migrated to the United States
  
2. The passage suggests that, in comparison to villages in southern Italy, American towns are
  - (A) healthier
  - (B) much larger
  - (C) more impersonal
  - (D) more work oriented
  - (E) more class conscious
  
3. The author apparently considers a community with a "strong folk culture" (lines 4-5) to be one where
  - (A) artistic endeavors are important to the social life of the community
  - (B) the people themselves nourish and sustain the traditions of the community
  - (C) there is a strong cultural tie between all the villagers of an area
  - (D) most work is relevant to the religious life the community
  - (E) the life-style of the nation as a whole is reflected by the attitudes of the villages
  
4. In line 29, "bonds" most nearly means
  - (A) assets
  - (B) shackles
  - (C) muscles
  - (D) ties
  - (E) adhesives

## EXERCISE 2

The magnum opus of Louis E. Bisch, M.D. Ph.D. winter of that reassuring best-seller. *Be Glad You're Neurotic*, contains one of my favorite chapters in all of popular psychology. The point of the chapter is that the unconscious mind often opposes what the conscious mind wants to do or say, and frequently trips it up with all kinds of evasions, deceits, gags, and kicks in the pants. It shows pretty clearly the point popular psychologists have reached. I call it mysticism, but I am polite, you can call it anything you want to.

"A certain man," writes Dr. Bisch, "forgot to wind the alarm on several occasions and was consequently late for work. He also forgot his keys on two occasions and had to wake his family in the middle of the night. This man's unconscious was trying to tell him that he did not like living in the country although consciously he maintained that he did, for the good of the children." Now surely a man who does not want to stay home winds the clock so that it will wake him and he can get out of the house and go to work! There is nothing sounder than this. The failure to wind the alarm clock more reasonably shows that his unconscious was trying to tell him that he really wanted to stay at this house in the country all the time.

Dr. Bisch also says, "A woman who was talking to me about an intended trip to the lakes of northern Italy said: 'I don't wish to visit Lavonia Bay.' No such place exists. Inasmuch as the trip was to be a honeymoon, it was 'love, honor, and obey' that really was bothering her." I take off my hat to the Doctor's astonishing powers of divination here, because I never would have figured it out. Now that he has given me the key, I get it, of course. "Love, honor, and obey," love-honor-obey, Lavonia Bay. I wonder if he knows the one about the woman who asked the librarian for a copy of *In a Garden*. What she really wanted was *Enoch Arden*. I like Lavonia Bay better, though, because it may reflect a woman's unconscious, whereas there was nothing revealing in the second case; the other woman just thought that the name of the book was *In a Garden*.

5. The author discusses *Be Glad You're Neurotic* primarily by
  - (A) summarizing the book and noting important omissions
  - (B) interpreting personal experiences in terms of Dr. Birsch's theories
  - (C) citing portions of the book and commenting on them
  - (D) translating Dr. Birsch's ideas into easily understood language
  - (E) analyzing popular reaction to Dr. Birsch's theories
6. It can be inferred that the author says "but I am polite" (lines 11-12) to suggest
  - (A) that he has no intention of being harshly critical or unfair
  - (B) why he has failed to write on this subject earlier
  - (C) why he and Dr. Birsch have never had an uninhibited discussion
  - (D) that he conforms to a strict code of social behavior
  - (E) that a less flattering term than "mysticism" could apply
7. According to Dr. Bisch, the man who forgot to wind his alarm clock lived in the country because
  - (A) his children had begged him to let them live in the country
  - (B) his family's friends lived in the country
  - (C) the country provided him with an escape from the hectic pace of the city
  - (D) he thought that country life was better for his children
  - (E) he preferred the beauty of the country to the amenities of the city
8. In line 20, "maintained" most nearly means
  - (A) kept
  - (B) asserted
  - (C) supported
  - (D) repaired
  - (E) continued
9. The *In a Garden* incident and the Lavonia Bay incident are related to one another in that both
  - (A) demonstrate the beauty of the natural world
  - (B) concern the same woman
  - (C) involve a play on words
  - (D) exemplify the same neurosis
  - (E) illustrate Dr. Bisch's theory
10. The tone of the passage is best described as
  - (A) ironically mocking
  - (B) carelessly cheerful
  - (C) coldly amused
  - (D) brusquely detached

(E) stubbornly belligerent

## EXERCISE 3

*'Fiddler crab' is a term used to refer to any of various burrowing crabs of the genus Uca that live in a coastal areas.*

In their natural environment, fiddler crabs start to darken their skin about sunrise to hide themselves better from their predators and to screen their delicate internal organs from the intense sunlight of the unshaded beaches.

Line (5) About sunset they rapidly blanch until their bodies are pale silvery gray. Even crabs captured and maintained under constant conditions in a photographic darkroom continue for weeks or months to darken and lighten each day like their relatives that are still free in the natural day-night environment.

(10) Another property of these rhythms that persist in darkness is that they may be easily reset so that events in the rhythm occur at times of day other than the normal ones. This may be illustrated by the crab color-change rhythm. If this rhythm is proceeding normally in constant darkness and at constant temperature, showing maximum darkening at noon and blanching at midnight, and if we simply, for two or three days, leave lights on in the darkroom from midnight to noon, we find that at the end of (20) this treatment the crabs still possess an accurate daily rhythm of color change which persists in darkness indefinitely, but which has now been shifted so that the color changes occur six hours earlier in the day. They are now darkest at 6:00 a.m. and lightest about 6:00 p.m. In a (25) comparable manner we may set the actual time of the color changes in the 24-hour rhythm to any time of day, and there it will remain until reset.

Fiddler crabs in their natural environment romp most actively in search of food on the beaches about the times (30) of low tide. When these crabs are brought into the laboratory and kept in vessels in photographic darkroom, then, like those still left on the beaches, they continue to show their running activity in approximately twelve-hour intervals, when it is low tide on their native beaches. They (35) remain relatively quiet at the times of high tide. Therefore, the times of maximum running occur later each day at the expected lunar-tidal rate. If, in the same darkroom at the same time, we place two groups of crabs taken from two different beaches on which the time of low tide was (40) different by several hours, each group of crabs continues to signal the time of low tide on its own beach. So, simultaneously in the same crabs deprived of all ordinary cues relative to time of day or tide, there persist, on the one hand, a solar-day rhythm of color change and, on the other, a lunar-tidal cycle of spontaneous activity.

11. According to the passage, the fiddler crab, if maintained in a darkroom, will persist in demonstrating which of the following cycles?
- I. Color cycle
  - II. Reproductive cycle
  - III. Activity cycle
- (A) I only (B) II only (C) III only  
(D) I and II only (E) I and III only
12. With reference to the rhythmic patterns of color changes in the fiddler crab, the passage implies that
- (A) the length of the cycles can be changed by variations in light intensity
  - (B) the cycles can be shifted in time, but cannot be permanently changed in length
  - (C) the cycles can be permanently changed in length, but cannot be shifted in time
  - (D) neither the time nor the length of the cycle can be altered under experimental conditions
  - (E) these changes will continue under laboratory conditions of continuous illumination
13. In line 41, "signal" most nearly means
- (A) speak
  - (B) indicate
  - (C) gesture
  - (D) incite
  - (E) alter
14. The experiment described in the final paragraph illustrated that when the two groups of fiddler crabs were placed together in the darkroom, the time of their running activity was
- (A) no longer determined by the tide
  - (B) a compromise between the times of each group
  - (C) the reverse of that demonstrated on their respective beaches
  - (D) determined by the time of low tide on their respective beaches
  - (E) determined by the light treatment used on them

Time - 15 Minutes

For each question in this section, select the best

## 13 Questions

answer from among the choices given and fill in the corresponding oval on the answer sheet.

The passage below is followed by questions based on its content. Answer the questions on the basis of what is **stated** or **implied** in the passage and in any introductory material that may be provided.

**Questions 1-13 are based on the following passage.**

*The following passage is taken from a chapter in a history of jazz. It discusses the genius of Louis Armstrong (1900-1971), a trumpeter of great inventiveness.*

Louis Armstrong happened to be a genius. That particular word has probably been misused more regularly by writers on jazz than by those on any of the other arts, with the exception, of course, of film. Virtually every jazz musician able to hold an instrument properly has at one time or another been described as a genius, patently, the description is usually unwarranted.

But if the term means anything at all, it describes Armstrong. I take the word to mean somebody whose accomplishments are beyond analysis. An artist makes relationships; a great artist makes new and surprising ones, showing us how apparently disparate shapes can be fitted together. With ordinary artists, we can discover in their background and character where they drew their material from; with geniuses, we often are unable to determine how they arrived at their startling conclusions. Armstrong's melodic gift was simply astonishing, and there is no explaining where it came from or how it worked its magic. Consider this: Armstrong did not begin to play the cornet until he was fourteen, a relatively late age for a musician to start. Within months, despite the fact that he could not read music, he was leader of his school band. Four years later he was cornetist with the leading jazz band in New Orleans. In another four years, when he was not yet twenty-three, he was acknowledged by his peers to be the best jazz musician alive. By the time he was twenty-eight, he had made a series of records that not only changed the course of jazz history, and therefore the history of Western music as well, but also remains one of the greatest achievements in jazz.

What makes Armstrong's playing so remarkable? First, there is his mastery of his instrument. His tone is warm and full, like honey, in all registers. The way he begins a musical phrase is one of the strongest and cleanest of any jazz trumpeter. Where many jazz brass players employ a smooth

and continuous style replete with slurs and half-tonguings, Armstrong always introduced a note with a razor-sharp front edge. His vibrato\* is broad, but slower than the slightly nervous vibrato of Joe Oliver and other New Orleans players. Although his command of the high register would not be considered remarkable today, he was far ahead of his peers in this respect; in fact, Armstrong brought high-register playing into jazz. In sum, there is no other sound in jazz like Armstrong's. It is immediately identifiable - rich and welcoming. (It should also be noted that Armstrong habitually hits held notes just fractionally flat, and pulls up to true pitch, a procedure, we remember, that Milton Metfessel's phonography machine showed to be customary with Black folksingers.)

But ultimately it is his melodic conception that dazzles us, Melody is one of those things in music that is difficult to talk about. Harmony has its theory, which is based on reasoned assumptions; rhythm can be approached almost mathematically; and form has analogues in architecture, drama, and geometry. Yet why is it that a particular fragment of melody moves us? Jazz musicians have often spoken of a player's "telling his story"; drummer Jo Jones claimed that he could hear actual words and indeed whole sentences in Lester Young's saxophone playing. Too, critics of classical music have spoken of the conversational element in melody. It is difficult to know how much to make of this, but in the best music we do catch the feeling that the composer or improvising musician is talking to us, telling us a story, or making an important point about something we can almost, but not quite, put into words. This effect is no doubt created in part by resemblances that exist between music and speech. A story or lecture is coherent. It proceeds from there to there in logical fashion, and if it is to move us it will contain certain common dramatic devices - that is, it will elaborate on an initial statement; it will contain climaxes, asides and detours, tensions and resolutions; and it will round off with a final statement. The best music behaves in the same way, and it may be these formal similarities that give music the effect of speech.

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- (90) This conversational element is abundantly present in Louis Armstrong's music. He had a greater sense of form than any other player in the history of jazz. His solos are not made of sequences of melodic fragments related only in mood; they consist of parts contributing to a whole. They have unit - a beginning, middle, and end. Not all the time, of course; Armstrong, like any player, had his weak moments, and there were times when he was simply showing off. But in his best work, that dramatic form is always present.

\*A slightly tremulous tonal effect achieved by slight and rapid variations in pitch

1. The author implies that, like writers on jazz, film critics
  - (A) confer undeserved praise on artists
  - (B) place too much emphasis on an artist's background
  - (C) are usually more impressed by reputation than by quality
  - (D) have too little experience of the art they analyze
  - (E) have a tendency to be intolerant of minor flaws
2. In lines 10-12 ("I take . . . beyond analysis"), the author is doing which of the following?
  - (A) Providing a concrete example
  - (B) Defining an important term
  - (C) Proving an assertion
  - (D) Seeking support from other authorities
  - (E) Stating a fact
3. In lines 12-19 ("An artist . . . conclusions"), the author differentiates between
  - (A) a musician who is trained and one who is not
  - (B) Armstrong and other great artists
  - (C) what promotes and what holds back true creativity
  - (D) an ordinary artist and a genius
  - (E) social background and personal character
4. The accomplishments listed in lines 22-35 reinforce which of the following ideas?
  - (A) Help from his peers served to promote Armstrong's career.
  - (B) Armstrong's hard work and perseverance ultimately earned him great rewards.
  - (C) Armstrong was only one of the great innovators who changed the course of jazz.
  - (D) Armstrong's enormous talent fueled his meteoric rise.
  - (E) Armstrong build on a foundation laid by earlier musicians.
5. According to the passage, which of the following is an innovation of Armstrong's?
  - (A) A smooth style of playing
  - (B) A lack of vibrato
  - (C) Playing jazz in the high register
  - (D) Playing notes forcefully
  - (E) A warm-sounding tone
6. In line 42, "replete with" means
  - (A) complicated by
  - (B) marred by
  - (C) replaced by
  - (D) in addition to
  - (E) containing many
7. In the third paragraph, the author emphasizes that Armstrong's style of playing was
  - (A) rhythmic and precise
  - (B) spare yet memorable
  - (C) emotionally draining
  - (D) highly traditional
  - (E) unmistakably characteristic



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8. The sentence in parentheses (lines 53-58) serves primarily to
- (A) describe one aspect of Armstrong's playing that the speaker regrets
  - (B) link Armstrong's playing to another musical form
  - (C) satirize the use of scientific machinery for making aesthetic judgments
  - (D) offer a reason for Armstrong's early success
  - (E) provide an example of the results of Armstrong's lack of musical training
9. The author states that listeners are most moved by Armstrong's
- (A) harmonic complexity
  - (B) melodic sensibility
  - (C) rhythmic precision
  - (D) well-honored technique
  - (E) startling inventiveness
10. In the fourth paragraph, the idea of telling a story is used as
- (A) support for the view that jazz is more emotional than is classical music
  - (B) an alternative to more scientific theories of harmony
  - (C) an analogy to explain melodic form
  - (D) an example of a technique used mainly by Lester Young
  - (E) an example of a technique that prevents excess emotional expression
11. One element that the author particularly values in the construction of a melody is
- (A) logical coherence
  - (B) elaborate ornamentation
  - (C) compelling rhythm
  - (D) implied harmonies
  - (E) true pitch
12. The sentence "Not all . . . off" (lines 96-98) is unique in the passage in that it
- (A) makes no use of concrete detail
  - (B) is not focused on Armstrong's playing
  - (C) is not concerned with a theoretical aspect of music
  - (D) presents a criticism of Armstrong
  - (E) offers a personal assessment of Armstrong
13. In the final paragraph, the author emphasizes which of the following characteristics of Armstrong's music?
- (A) Its emotional impact
  - (B) Its purity of tone
  - (C) Its innovativeness
  - (D) Its structure
  - (E) Its origins

**Questions 22-30 are based on the following passage.**

The following passage is based on B.F. Skinner's book *About Behaviorism* and discusses the pros and cons of Skinner's work on behaviorism and the various points made by Skinner.

- In his compact and modestly titled book *About Behaviorism*, Dr. B. F. Skinner, the noted psychologist, lists the 20 most salient objections to "behaviorism or the science of behavior," and he has gone on to answer them both implicitly and explicitly. He has answers and explanations for everyone.
- (5) For instance, to those who object "that behaviorists deny the existence of feelings, sensations, ideas, and other features of mental life," Dr. Skinner concedes that "a good deal of clarification" is in order. What such people are really decrying is "methodological behaviorism," an earlier stage of the science whose goal was precisely to close off mentalistic explanations of behavior, if only to counteract the 2,500-year-old influence of mentalism. But Dr. Skinner is a "radical behaviorist." "Radical behaviorism...takes a different line. It does not deny the possibility of self-observation or self-knowledge or its possible usefulness... It restores introspection..."
- (10) For instance, to those who object that behaviorism "neglects innate endowment and argues that all behavior is acquired during the lifetime of the individual," Dr. Skinner expresses puzzlement. Granted, "A few behaviorists ... have minimized if not denied a genetic contribution, and in their enthusiasm for what may be done through the environment,
- (15) others have not doubt acted as if a genetic endowment were unimportant, but few would contend that behavior is 'endlessly malleable.' " And Dr. Skinner himself, sounding as often as not like some latter-day Social Darwinist, gives as much weight to the "contingencies of survival" in the evolution of the human species as to the "contingencies of reinforcement" in the lifetime of the individual.
- (20) For instance, to those who claim that behaviorism "cannot explain creative achievements - in art, for example, or in music, literature, science, or mathematics" - Dr. Skinner provides an intriguing ellipsis. "Contingencies of reinforcement also resemble contingencies of survival in the production of novelty.... In both natural selection and operant conditioning the appearance of 'mutations' is crucial. Until recently, species evolved because of random changes in
- (30) genes or chromosomes, but the geneticist may arrange conditions under which mutations are particularly likely to occur. We can also discover some of the sources of new forms of behavior which undergo selection by prevailing contingencies or reinforcement, and fortunately the creative artist or thinker has other ways of introducing novelties."
- (35) (40) (45)



(50) And so go Dr. Skinner's answers to 20 questions he poses - questions that range all the way from asking if behaviorism fails "to account for cognitive processes" to wondering if behaviorism "is indifferent to the warmth and richness of human life, and....is incompatible with the... enjoyment of art, music, and literature and with love for one's fellow men."

(55) But will it wash? Will it serve to silence those critics who have characterized B.F. Skinner variously as a mad, manipulative doctor, as a naive 19<sup>th</sup>-century positivist, as an unscientific technician, and as an arrogant social engineer? There is no gainsaying that *About Behaviorism* is an unusually compact summary of both the history and "the philosophy of the science of human behavior" (as Dr. Skinner insists on defining behaviorism). It is a veritable artwork of organization. And anyone who reads it will never again be able to think of behaviorism as a simplistic philosophy that reduces human beings to black boxes responding robotlike to external stimuli.

(60) Still, there are certain quandaries that *About Behaviorism* does not quite dispel. For one thing, though Dr. Skinner makes countless references to the advances in experiments with human beings that behaviorism has made since it first began running rats through mazes many decades ago, he fails to provide a single illustration of these advances. And though it may be true, as Skinner argues, that one can extrapolate from pigeons to people, it would be reassuring to be shown precisely how.

(65) More important, he has not satisfactorily rebutted the basic criticism that behaviorism "is scientific rather than scientific. It merely emulates the sciences." A true science doesn't predict what it will accomplish when it is firmly established as a science, not even when it is posing as "the philosophy of that science." A true science simply advances rules for testing hypotheses.

(70) But Dr. Skinner predicts that behaviorism will produce the means to save human society from impending disaster. Two key concepts that keep accreting to that prediction are "manipulation" and "control." And so, while he reassures us concepts benignly, one can't shake off the suspicion that he was advancing a science just in order to save society by means of "manipulation" and "control." And that is not so reassuring.



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22. According to the passage, Skinner would be most likely to agree that
- (A) studies of animal behavior are applicable to human behavior
  - (B) introspection should be used widely to analyze conscious experience
  - (C) behaviorism is basically scientific
  - (D) behavioristic principles and techniques will be of no use in preventing widespread disaster
  - (E) an individual can form an infinite number of sentences that he has never heard spoken
23. The reader may infer that
- (A) Skinner's philosophy is completely democratic in its methodology
  - (B) behaviorism, in its early form, and mentalism were essentially the same
  - (C) the book *About Behaviorism* is difficult to understand because it is not well structured
  - (D) methodological behaviorism preceded both mentalism and radical behaviorism
  - (E) the author of the article has found glaring weaknesses in Skinner's defense of behaviorism
24. When Skinner speaks of "contingencies of survival" (line 29) and "contingencies of reinforcement" (lines 30-31), the word "contingency" most accurately means
- (A) frequency of occurrence
  - (B) something incidental
  - (C) a quota
  - (D) dependence on chance
  - (E) one of an assemblage
25. The author of the article says that Skinner sounds "like some latter-day Social Darwinist" (line 28) most probably because Skinner
- (A) is a radical behaviorist who has differed from methodological behaviorists
  - (B) has predicted that human society faces disaster
  - (C) has been characterized as a 19<sup>th</sup>-century positivist
  - (D) has studied animal behavior as applicable to human behavior
  - (E) believes that the geneticist may arrange conditions for mutations to occur
26. It can be inferred from the passage that "extrapolate" (line 72) means
- (A) to gather unknown information by extending known information
  - (B) to determine how one organism may be used to advantage by another organism
  - (C) to insert or introduce between other things or parts
  - (D) to change the form or the behavior of one thing to match the form or behavior of another thing
  - (E) to transfer an organ of a living thing into another living thing
27. One *cannot* conclude from the passage that
- (A) Skinner is a radical behaviorist but not a methodologist behaviorist
  - (B) *About Behavior* does not show how behaviorists have improved in experimentation with human beings
  - (C) only human beings are used in experiments conducted by behaviorists
  - (D) methodological behaviorism rejects the introspective approach
  - (E) the book being discussed is to the point and well organized

28. In Skinner's statement that "few would contend that behavior is 'endlessly malleable' " (lines 26-27), he means that
- (A) genetic influences are of primary importance in shaping human behavior
  - (B) environmental influences may be frequently supplemented by genetic influences
  - (C) self-examination is the most effective way of improving a behavior pattern
  - (D) the learning process continues throughout life
  - (E) psychologists will never come to a common conclusion about the best procedure for studying and improving human behavior
29. According to the author, which of the following is true concerning *scientistic* and *scientific* disciplines?
- I. The scientific one develops the rules for testing the theory; the scientistic one does not.
  - II. There is no element of prediction in scientific disciplines.
  - III. Science never assumes a philosophical nature.
- (A) I only
  - (B) I and III only
  - (C) I and II only
  - (D) II and III only
  - (E) I, II, and III
30. The word "veritable" (line 60) means
- (A) abundant
  - (B) careful
  - (C) political
  - (D) true
  - (E) believable

The following passage is followed by questions based on its content. Answer the questions on the basis of what is *stated* or *implied* in that passage and in any introductory material that may be provided.

**Questions 24-35 are based on the following passage.**

The passage describes the author's attitude toward transportation.

- Many people who are willing to concede that the railroad must be brought back to life are chiefly thinking of bringing this about on the very terms that have robbed us of a balanced transportation network - that is, by treating
- (5) speed as the only important factor, forgetting reliability, comfort and safety, and seeking some mechanical dodge for increasing the speed and automation of surface vehicles.
- My desk is littered with such technocratic fantasies, hopefully offered as "solutions." They range from old-
- (10) fashioned monorails and jet-propelled hovercraft (now extinct) to a more scientific mode of propulsion at 2,000 miles an hour, from completely automated highway travel in private cars to automated vehicles a Government department is now toying with for "facilitating" urban traffic.
- (15) What is the function of transportation? What place does locomotion occupy in the whole spectrum of human needs? Perhaps the first step in developing an adequate transportation policy would be to clear our minds of technocratic cant. Those who believe that transportation is the
- (20) chief end of life should be put in orbit at a safe lunar distance from the earth.
- The prime purpose of passenger transportation is not to increase the amount of physical movement but to increase the possibilities for human association, cooperation, personal intercourse, and choice.
- (25) A balanced transportation system, accordingly, calls for a balance of resources and facilities and opportunities in every other part of the economy. Neither speed nor mass demand offers a criterion of social efficiency. Hence such
- (30) limited technocratic proposals as that for high-speed trains between already overcrowded and overextended urban centers would only add to the present lack of functional balance and purposeful organization viewed in terms of human need. Variety of choices, facilities and destinations, not
- (35) speed alone, is the mark of an organic transportation system. And, incidentally, this is an important factor of safety when any part of the system breaks down. Even confirmed air travelers appreciate the railroad in foul weather.
- (40) If we took human needs seriously in recasting the whole transportation system, we should begin with the human body and make the fullest use of pedestrian movement, not only for health but for efficiency in moving large crowds over short distances. The current introduction of shopping

- malls, free from wheeled traffic, is both a far simpler and far better *technical* solution than the most costly proposals for introducing moving sidewalks or other rigidly automated modes of locomotion. At every stage we should provide for the right type of locomotion, at the right speed, within the right radius, to meet human needs. Neither
- (50) maximum speed nor maximum traffic nor maximum distance has by itself any human significance.
- With the over-exploitation of the particular car comes an increased demand for engineering equipment, to roll over wider carpets of concrete over the bulldozed landscape and
- (55) to endow the petroleum magnates of some places with fabulous capacities for personal luxury and political corruption. Finally, the purpose of this system, abetted by similar concentration on planes and rockets, is to keep an increasing volume of motorists and tourists in motion, at the highest
- (60) possible speed, in a sufficiently comatose state not to mind the fact that their distant destination has become the exact counterpart of the very place they have left. The end product everywhere is environmental desolation.
- If this is the best our technological civilization can do to
- (65) satisfy genuine human needs and nurture man's further development, it's plainly time to close up shop. If indeed we go farther and faster along this route, there is plenty of evidence to show that the shop will close up without our help. Behind our power blackouts, our polluted environ-
- (70) ments, our transportation breakdowns, our nuclear threats, is a failure of mind. Technocratic anesthesia has put us to sleep. Results that were predictable - and predicted! - three-quarters of a century ago without awakening any response still find us unready to cope with them - or even to
- (75) admit their existence.

24. The author criticizes most railroad advocates because their emphasis is primarily on
- (A) monetary costs
  - (B) speed
  - (C) traffic flow
  - (D) reliability
  - (E) pollution



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25. The author states that the purpose(s) of transportation is (are)
- I. to move people from place to place efficiently
  - II. to increase social contact
  - III. to open up opportunities
- (A) I only  
(B) II only  
(C) III only  
(D) I and II only  
(E) I, II, and III
26. A solution advocated by the author for transporting masses of people over short distances involves
- (A) jet-propelled hovercraft  
(B) automated vehicles  
(C) conveyor belts  
(D) moving sidewalks  
(E) pedestrian malls
27. Excessive reliance on the automobile, according to the author, is associated with
- (A) the enrichment of the oil industry  
(B) monopoly power  
(C) our transportation breakdown  
(D) inefficiency in transportation  
(E) a policy of comfort and convenience at all costs
28. It can be inferred that the author would oppose
- (A) a balanced transportation system  
(B) shopping malls  
(C) an expansion of the interstate highway system  
(D) less emphasis on technological solutions  
(E) sacrificing speed for comfort
29. The author predicts that if we continue our present transportation policy
- (A) we will succumb to a technocratic dictatorship  
(B) our society may die  
(C) we will attain a balanced transportation system  
(D) rockets and planes will predominate  
(E) human needs will be surrendered
30. The word 'radius' in line 49 refers to
- (A) the distance from the center of a train wheel to the circumference  
(B) the distance of places  
(C) the latitude in connection with human needs  
(D) the traffic in connection with travel  
(E) the time it takes to go from one place to another
31. The author believes that "technocratic" thinking is not consistent with
- (A) technological advances  
(B) the labor relations groups  
(C) faster-moving vehicles  
(D) human interests  
(E) the scientific mode
32. According to the article, the fulfillment of human needs will require
- (A) far greater use of walking  
(B) more resources devoted to transportation  
(C) abandoning the profit system  
(D) a better legislative policy  
(E) automated travel



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33. The author believes that the nation has placed too great emphasis on all of the following *except*
- (A) speed
  - (B) traffic flow
  - (C) diversity
  - (D) maximizing distance
  - (E) technological needs
34. It may be inferred that the author is a(n)
- (A) highway engineer
  - (B) historian
  - (C) railroad industry spokesman
  - (D) lawyer
  - (E) oil baron
35. It is stated in the article that safety in transportation is aided by the existence of
- (A) remote air-to-ground control for airplane
  - (B) technological sophistication
  - (C) a variety of transport modes
  - (D) fail-safe systems
  - (E) a combination of surface and subsurface systems

**PRE-TEST**

**Time - 15 Minutes**  
**13 Questions**

**For each question in this section, select the best answer from among the choices given and fill in the corresponding oval on the answer sheet.**

The two passages that follow are followed by questions based on their content and on the relationship between these two 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 1-13 are based on the following passage.**

The following two passages describe different time periods. Passage A discusses the medieval time period; Passage B describes the present and speculates on the future.

**Passage A**

- (5) To the world when it was half a thousand years younger, the outlines of all things seemed more clearly marked than to us. The contrast between suffering and joy, between adversity and happiness, appeared more striking. All experience had yet to the minds of men the directness and absoluteness of the pleasure and pain of child-life. Every event, every action, was still embodied in expressive and solemn forms, which raised them to the dignity of a ritual.
- (10) Misfortunes and poverty were more afflicting than at present; it was more difficult to guard against them, and to find solace. Illness and health presented a more striking contrast; the cold and the darkness of winter were more real evils. Honors and riches were relished with greater avidity and contrasted more vividly with surrounding misery. We,
- (15) at the present day, can hardly understand the keenness with which a fur coat, a good fire on the hearth, a soft bed, a glass of wine, were formerly enjoyed.
- (20) Then, again, all things in life were of a proud or cruel publicity. Lepers sounded their rattles and went about in processions, beggars exhibited their deformity and their misery in churches. Every order and estate, every rank and profession, was distinguished by its costume. The great lords never moved about without a glorious display of arms and liveries, exciting fear and envy. Execution and other
- (25) public acts of justice, hawking, marriages and funerals, were all announced by cries and processions, songs and music. The lover wore the colors of his lady; companions the emblem of their brotherhood; parties and servants the badges of their lords. Between town and country, too, the contrast
- (30) was very marked. A medieval town did not lose itself in



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(35) extensive suburbs of factories and villas; girded by its walls, it stood forth as a compact whole, bristling with innumerable turrets. However tall and threatening the houses of noblemen or merchants might be, in the aspect of the town, the lofty mass of the churches always remained dominant.

(40) The contrast between silence and sound, darkness and light, like that between summer and winter, was more strongly marked than it is in our lives. The modern town hardly knows silence or darkness in their purity, nor the effect of a solitary light or a single distant cry.

(45) All things presenting themselves to the mind in violent contrasts and impressive forms lent a tone of excitement and passion to everyday life and tended to produce that perpetual oscillation between despair and distracted joy, between cruelty and pious tenderness which characterize life in the Middle Ages.

### Passage B

(50) In 1575 - over 400 years ago! - the French scholar Louis Le Roy published a learned book in which he voiced despair over the upheavals caused by the social and technological innovations of his time, what we now call the Renaissance. "All is pell-mell, confounded, nothing goes as it should." We, also, feel that our times are out of joint; we even have reason to believe that our descendants will be worse off than we are.

(55) The earth will soon be overcrowded and its resources exhausted. Pollution will ruin the environment, upset the climate, damage human health. The gap in living standards between the rich and the poor will widen and lead the angry, hungry people of the world to acts of desperation including the use of nuclear weapons as blackmail. Such are the inevitable consequences of population and technological growth (60) *if* present trends continue. But what a bit *if* this is!

(65) The future is never a projection of the past. Animals probably have no chance to escape from the tyranny of biological evolution, but human beings are blessed with the freedom of social evolution. For us, trend is not destiny. The escape from existing trends is now facilitated by the fact that societies anticipate future dangers and take preventive steps against expected upheavals.

(70) Despite the widespread belief that the world has become too complex for comprehension by the human brain, modern societies have often responded effectively to critical situations.

(75) The decrease in birth rates, the partial banning of pesticides, the rethinking of technologies for the production and use of energy are but a few examples illustrating a sudden reversal of trends caused not by political upsets or scientific breakthroughs, but by public awareness of conse-

quences.



- (80) Even more striking are the situations in which social attitudes concerning future difficulties undergo rapid changes before the problems have come to pass - witness the heated controversies about the ethics of behavior control and of genetic engineering even though there is as yet no proof that effective methods can be developed to manipulate behavior and genes on a population scale.

- (85) One of the characteristics of our times is thus the rapidity with which steps can be taken to change the orientation of certain trends and even to reverse them. Such changes usually emerge from grassroots movements rather than from official directives.
- (90)

1. Conditions like those described in Passage A would most likely have occurred about
  - (A) A.D. 55
  - (B) A.D. 755
  - (C) A.D. 1055
  - (D) A.D. 1455
  - (E) A.D. 1755
2. The phrase "with greater avidity" in line 13 is best interpreted to mean with greater
  - (A) desire
  - (B) sadness
  - (C) terror
  - (D) silence
  - (E) disappointment
3. In Passage A, all of the following are stated or implied about towns in the Middle Ages *except*
  - (A) Towns had no suburbs.
  - (B) Towns were always quite noisy.
  - (C) Towns served as places of defense.
  - (D) Towns always had large churches.
  - (E) Merchants lived in the towns.
4. The author's main purpose in Passage A is to
  - (A) describe the miseries of the period
  - (B) show how life was centered on the town
  - (C) emphasize the violent course of life at the time
  - (D) point out how the upper classes mistreated the lower classes
  - (E) indicate how religious people were in those days
5. According to Passage A, people at that time, as compared with people today, were
  - (A) worse off
  - (B) better off
  - (C) less intelligent
  - (D) more subdued
  - (E) more sensitive to certain events
6. In the first paragraph of Passage B, the mood expressed is one of
  - (A) blatant despair
  - (B) guarded optimism
  - (C) poignant nostalgia
  - (D) muted pessimism
  - (E) unbridled idealism



GO ON TO THE NEXT PAGE

7. According to Passage B, if present trends continue, which one of the following situations will *not* occur?
- (A) New sources of energy from vast coal deposits will be substituted for the soon-to-be-exhausted resources of oil and natural gas.
  - (B) The rich will become richer and the poor will become poorer.
  - (C) An overpopulated earth will be unable to sustain its inhabitants.
  - (D) Nuclear weapons will play a more prominent role in dealing among peoples.
  - (E) The ravages of pollution will render the earth and its atmosphere a menace to mankind.
8. Which of the following is the best illustration of the meaning of "trend is not destiny" in line 65?
- (A) Urban agglomerations are in a state of crisis.
  - (B) Human beings are blessed with the freedom of social evolution.
  - (C) The world has become too complex for comprehension by the human brain.
  - (D) Critical process can overshoot and cause catastrophes.
  - (E) The earth will soon be overcrowded and its resources exhausted.
9. According to Passage B, evidences of the insight of the public into the dangers that surround us can be found in all of the following *except*
- (A) an increase in the military budget by the president
  - (B) a declining birth rate
  - (C) picketing against expansion of nuclear plants
  - (D) opposition to the use of pesticides
  - (E) public meetings to complain about dumping chemicals
10. The author's attitude in Passage B is one of
- (A) willing resignation
  - (B) definite optimism
  - (C) thinly veiled cynicism
  - (D) carefree abandon
  - (E) angry impatience
11. If there is a continuity in history, which of the following situations in Passage A is thought to lead to violence in the future of Passage B?
- (A) the overcrowding of the population
  - (B) the executions in public
  - (C) the contrast between the social classes
  - (D) the contrast between illness and health
  - (E) the contrast between religion and politics



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12. One can conclude from reading both passages that the difference between the people in Passage A and the people in Passage B is that
- (A) the people in Passage B act on their awareness in contrast to the people in Passage A.
  - (B) the people in Passage B are more intense and colorful than the people in Passage A.
  - (C) there was no controversy between sociology and science in the society in Passage B in contrast to the society mentioned in Passage A.
  - (D) the people in Passage A are far more religious.
  - (E) sociological changes were faster and more abrupt with the people of Passage A.
13. From a reading of both passages, one may conclude that
- (A) people in both passages are equally subservient to authority.
  - (B) the future is a mirror to the past.
  - (C) the topic of biological evolution is of great importance to the scientists of both periods.
  - (D) the evolution of science has created great differences in the social classes.
  - (E) the people in Passage A are more involved in everyday living, whereas the people in Passage B are usually seeking change.

**Strategy 4 - Paired Passages**

Each form of the PSAT and SAT I will include one pair of passages on the same topic or related topics. One of the passages will oppose, support, or in some way complement the point of view expressed in the other. Paired passages mirror the reading activity you often engage in both in and out of school, and also attempt to make the topic more interesting by presenting more than one point of view. In addition to asking all the types of questions that have previously been discussed, some new questions associated with paired passages will assess your ability to:

- compare or contrast the two passages;
- use the information from one passage to interpret the information in the other;
- identify shared assumptions in both passages; and
- recognize pivotal differences between the two passages

**Strategies for paired passages**

- Questions are ordered: the first few questions relate to the first passage, the next few to the second passage. The final questions ask about the passages as a pair.
- Read the first passage looking for main idea, and do the questions that relate to the first passage.
- Read second passage looking for main idea. Do the questions that relate to the second passage.
- Finally, think about how the second passage relates to the first. Answer the questions about the relationship between the two passages.

## QUESTIONS INVOLVING TWO PASSAGES

At least one of the reading selections will involve a pair of passages. The two passages will have a common theme or subject. One of the passages will oppose, support, or in some way relate to the other. If one of the paired passages seems easier or more interesting than the other, you may want to start with that one and answer the questions specific to it first. Then go back and wrestle with the questions specific to the other passage and with the questions that refer to both passages.

In most cases, you'll find that the questions are grouped: first, questions about Passage 1, then questions about Passage 2, finally questions comparing the two passages.

When a question asks you to compare two passages, don't try to remember everything from both passages. Take each choice one at a time. Review the relevant parts of each passage before you select your answer.

If a question asks you to identify something that is true in *both* passages, it is often easiest 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.

## INTRODUCING PAIRED PASSAGES

Have you ever asked your friends what they thought of a new television program? Did everyone have the same opinion? Probably not. Some of your friends may have liked the actors, while others may have thought the plot was boring. People often have different opinions about the same television program, event, or problem because they look at these things from different points of view.

A person's point of view is the way he or she interprets topics or events. Learning how to identify and compare different points of view is an important critical thinking skill. As citizens of a democracy, you are often asked to evaluate different viewpoints on an issue. Because of the importance of this skill, each SAT includes a pair of passages written by two authors who have different points of view on a topic.

Known as "paired passages," the two readings are each about one column in length. On most SATs, the paired passages will be located in a separate 15-minute section. However, it is important to know that the paired passages do not have to be in a separate section. On some recent SATs, the paired passages have appeared within one of the standard 30-minute verbal sections. If this occurs, be sure to reserve at least 15 minutes to read the paired passages and answer their questions.

### KINDS OF PASSAGES

Like other critical reading passages, paired passages deal with topics drawn from the social sciences, natural sciences, and humanities. So far, about half of the paired passages have dealt with topics drawn from the social sciences. For example, in one paired passage the author of Passage 1 argued that the Enlightenment ideals of political leaders, such as Jefferson and Madison, were most responsible for America's constitutional guarantee of religious freedom. In contrast, the author of Passage 2 argued that religious freedom grew out of political necessity since on one Protestant group was strong enough to impose its will on the entire country.

## KINDS OF QUESTIONS

Each paired passage will be followed by between 11 and 13 questions. The first three to five questions will concern the first passage alone. The next three to five questions will concern the second passage alone. The final three to four questions will ask you to compare and contrast the two passages.

The questions relating to an individual passage will be the same as the questions you have dealt with on single passages. The questions relating to both passages will be different. Lesson 10 in Chapter 12 will show you how to answer these questions.

## A BASIC STRATEGY: DIVIDE AND CONQUER

On first glance a paired passage may look twice as hard as a single reading selection. Fortunately, appearances are deceiving. There is no reason for you to be worried. The best way to approach a paired passage is to cut down to size by using the following five step "divide and conquer" strategy.

**STEP 1** - **Read** the first passage. As always, look for the main idea by focusing on the topic sentence.

**STEP 2** - **Answer** the questions that relate to the first passage. Paired passage questions are ordered so that the first few apply to Passage 1 and the next apply to Passage 2. In addition, paired passage questions contain specific lines and passage references that will enable you to determine which passage they relate to.

**STEP 3** - **Read** the second passage. Once again, look for the main idea by focusing on the topic sentence. The main idea will oppose, support, or in some way complement the main idea presented in the first passage.

**STEP 4** - **Answer** the questions that relate to the second passage.

**STEP 5** - **Answer** the questions that ask about the relationship between the two passages. Questions associated with paired passages will assess your ability to:

- compare or contrast the two passages;
- use the information from one passage to interpret the information in the other;
- identify shared assumptions in both passages; and
- recognize pivotal differences between the two passages

**CRITICAL READING PRACTICE EXERCISE 14** provides you with an opportunity to answer questions about paired passages.

### CRITICAL READING PRACTICE EXERCISE - "PAIRED PASSAGES"

**Directions:** Use the first four steps of our five-step approach to read the following paired passages. The questions do not include items that relate to both passages. Chapter 12, Lesson 10, will provide a detailed explanation of how to answer these type of questions.

#### Passage 1

- A well-organized, well-financed group with a focused agenda was able to use the media to scare the wits out of an uninformed public who, until they sat down the night to watch *60 Minutes*, had never heard of Alar.
- Line (5) The panic produced by the *60 Minutes* report was almost like yelling "fire!" in a theater, except that in the case of Alar there certainly was time for reasonable people to ask if CBS and Meryl Streep were the best authorities on this subject, and if their opinions ought to be substituted for all the health regulators in the FDA, the
- (10) EPA and the rest of the federal government.
- More and more, public policy is decided this way. The scare and reaction method has become a primary prod for decision making at policy levels in this country.
- (15) A focused, highly motivated minority, often a very small minority, is able to overwhelm and capture the decision making process because the majority is unfocused, or focused on other matters. Too often, the style of our debate is turned into a shouting match, where lies and half-truths are acceptable tools, and where reason and evidence counts for little.
- (20) Let me make another related point before I go on: government is only one of the institutions making the rules we live by. Schools, the media, special interest groups and others, as in the case of Alar, are able to create and enforce actions which bypass our representative legislative bodies or administrative offices.
- (25) A good example of this relates once again to the Alar incident. Within a few hours of the *60 Minutes* broadcast, the New York City Public Schools took all apples out of their lunch program. We spoke to the school officials to tell them how mistaken this decision was.
- (30) We were told frankly that science had nothing to do with it. The administrators in New York simply were not willing to face alarmed parents. This decision was later reversed, but only after several weeks passed and many wholesome apples were destroyed and others went unpurchased.

from "Economic Properties and the Environmentalist" by Richard McGuire



**Passage 2**

- (35) Listening to a well regarded environmental program on the radio last winter, I heard the commentator take on the nuclear industry for the "deceit" behind its new PR+ campaign: *"The ads boast that nuclear energy doesn't pollute the air. Now that may be technically correct, but it completely avoids the huge problem . . . of what happens when*
- (40) *accidents occur. You know, the ones they assured us could never happen. But when they do, the cancer rates in the vicinity soar, and the entire region's landscape is blighted for who knows how long. Accidents like Chernobyl\*."*
- (45) The commentator's reporting might be, uh, "technically correct" regarding Chernobyl. But her piece was focusing on the nuclear industry in the *United States*. In fact, there is no documented evidence of increased cancer rates resulting from this nation's worst accident, at Three Mile Island in 1979. There has never been an accident at a U.S. nuclear reactor which has blighted the landscape.
- (50) The facts: People living within 50 miles of TMI were exposed to about 1.5 millirems of radiation. (The average annual dose for a U.S. resident is 360 millirems, from background radiation.) Of quite a different magnitude is the widely accepted estimate that, over the next 50 years, 17,000 people will die from cancers induced by
- (55) Chernobyl's runaway nuclear reaction.
- Evidently, then, Chernobyl does *not* equal Three Mile Island.
- It's not that I think the "Living on Earth" radio commentator had no legitimate quarrel with the PR campaign. Certainly, she had reason to critique the nuclear industry's worker-safety record, as
- (60) well as their avoidance of the unresolved issue of radwaste disposal. But why hype the commentary with blighted landscapes and soaring cancer rates? "Living on Earth" is generally an excellent environmental program, yet even the best resort to hyperbole when nukes come up.
- (65) Reporting that diverts us from rational, informed debate about energy options fuels the public's nuclear phobia. And it belongs in the dumpster.

\*Chernobyl: an explosion in a Soviet nuclear power plant in the city of Chernobyl released large amounts of radioactive materials into the environment

†PR: public relations

1. In line 1, the phrase "well-organized, well-financed group" refers to
  - (A) the producers of *60 Minutes*
  - (B) the manufacturers of the chemical Alar
  - (C) opponents of the use of Alar
  - (D) journalists and media decision makers
  - (E) the industry which grows and markets apples
  
2. In comparing the *60 Minutes* report to yelling "fire!" in a theater (lines 5-10), the author of Passage 1 suggests that
  - (A) the report was worse because it used a celebrity for credibility
  - (B) the report was worse because it was based only on opinions
  - (C) the report was worse because it appeared on television
  - (D) yelling "fire!" would be worse because it leaves reasonable people no choice other than to react in fear
  - (E) yelling "fire!" would be worse because it represented an attempt to do physical harm to people
  
3. The author of Passage 1 mentions the "health regulators in the FDA" (line 9) in order to suggest that they
  - (A) had already considered the issues raised by the use of Alar
  - (B) are frequently misled by powerful industry groups
  - (C) need more funding to adequately protect the public
  - (D) are always ignored by lawmakers and other federal agencies
  - (E) made serious mistakes in the way they regulated the use of Alar
  
4. The author of Passage 1, in lines 25-34, holds that the New York City Public Schools decision was wrong because
  - (A) it was later reversed
  - (B) it was made in response to concerned parents
  - (C) it ignored scientific considerations
  - (D) it had economic consequences
  - (E) Alar has been proven harmless by scientific studies

5. In line 38, the statement that nuclear industry ads "may be technically correct" is intended to emphasize the point that the ads
- (A) may also be technically incorrect
  - (B) never use accepted statistical methods
  - (C) have been proven wrong by later research
  - (D) assume that major accidents will not happen
  - (E) have been denounced by many scientists
6. The author of Passage 2 claims that radiation levels experienced by people after the Three Mile Island accident were
- (A) so insignificant that they could not be measured by existing equipment
  - (B) a serious threat to the environment and public health in the future
  - (C) of no significance as an environmental and public health problem
  - (D) larger than authorities reported at the time of the accident
  - (E) small compared to current standards for acceptable radiation levels
7. The author of Passage 2 acknowledges that the nuclear power industry could be fairly criticized for
- (A) denying the possibility of a nuclear accident in the United States
  - (B) covering up reports on the Chernobyl accident
  - (C) increasing cancer rates in the United States
  - (D) failing to adequately protect nuclear industry workers
  - (E) using a public relations campaign to influence public policy decisions
8. In line 63, what is the meaning of the word "hyperbole"?
- (A) dishonesty
  - (B) exaggeration
  - (C) self-importance
  - (D) defensiveness
  - (E) cautiousness
9. In line 66, the word "phobia" most nearly means
- (A) legitimate concern
  - (B) utter confusion
  - (C) wishful thinking
  - (D) unreasonable fear

(E) bored indifference

**Directions:** First read the following paired passages. Then answer the five comparison questions that follow.

*Both of the following excerpts discuss how two teenagers felt about immigrating to North America. The author of Passage 1 emigrated from Russia to America in 1894. The author of Passage 2 emigrated from Poland to Canada in 1959.*

### Passage 1

- Passover was celebrated in tears that year. In the story of the Exodus we would have read a chapter of current history, only for us there was no deliverer and no promised land. But what said some of us at the end of the long service? Not "May we be next year in Jerusalem," but "Next year - in America!" So there was our promised land, and many faces were turned towards the West . . . .
- My father was carried away by the westward movement, glad of his own deliverance, but sore at heart for us whom he left behind. It was the last chance for all of us. We were so far reduced in circumstances that he had to travel with borrowed money to a German port, whence he was forwarded to Boston, with a host of others, at the expense of an emigrant aid society. . . .
- I am sure I made as serious efforts as anybody to prepare myself for life in America on the lines indicated in my father's letters. In America, he wrote, it was no disgrace to work at a trade. Workmen and capitalists were equal. The employer addressed the employee as *you*, not, familiarly, as *thou*. The cobbler and the teacher had the same title, "Mister." And all the children, boys and girls, Jews and Gentiles, went to school! Education would be ours for the asking, and economic independence also, as soon as we were prepared. He wanted Fetchke and me to be taught some trade; so my sister was apprenticed to a dressmaker and I to a milliner. . . .
- This was during our last year in Russia, when I was between twelve and thirteen years of age: My father's letters soon warned us to prepare for the summons, and we lived in a quiver of expectation.
- Not that my father had grown suddenly rich. He was so far from rich that he was going to borrow every cent of the money for our third-class passage; but he had a business in view which he could carry on all the better for having the family with him; and, besides, we were borrowing right and left anyway, and to no definite purpose. With the children, he argued, every year in Russia was a year lost. They should be spending the precious years in school, in learning English, in becoming Americans. United in America, there were ten chances of our getting to our feet again to one chance in our scattered, aimless state.
- So at last I was going to America! Really, really going, at last? The boundaries burst. The arch of heaven soared. A million suns shone out for every star. The winds rushed in from outer space, roaring in my ears, "American! America!"

from "*The Promised Land*" by Mary Antin

**Passage 2**

- (45) 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 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 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. . . .
- (50) When the brass band on the shore strikes up the 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
- (55) of nostalgia, or *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 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 I loved as one loves a person, of the sun-baked villages where we had taken summer vacations, of the hours I spent poring over passages of music with my piano teacher, of conversations
- (60) and escapades with friends.
- (65) Looking ahead, I come across an enormous, cold blankness - a darkening, an 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.
- (70) There are vague 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 animals
- (75) 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 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*
- (80) pulls away, the foghorn emits its lowing, shofar 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
- (85) departure, much as they wanted it.

from *Lost in Translation*" by Eva Hoffman

1. Both authors are primarily concerned with
  - (A) adjusting to an irreversible change in their lives
  - (B) dealing with an irrational fear that they will be separated from their families
  - (C) coping with a severe state of depression
  - (D) facing an unsettling fear that they will not survive the voyage across the Atlantic
  - (E) explaining why their fathers chose to emigrate
  
2. The two authors differ in their attitudes toward emigrating to a new country in that Author 1 is
  - (A) alarmed, whereas Author 2 is skeptical
  - (B) exultant, whereas Author 2 is encouraged
  - (C) exhilarated, whereas Author 2 is despondent
  - (D) cautious, whereas Author 2 is somber
  - (E) annoyed, whereas Author 2 is exuberant
  
3. Which best describes an assumption about emigrating held by the fathers of both authors?
  - (A) America is a better country than Canada.
  - (B) Going to a new country will force their daughters to become more responsible.
  - (C) Urban life is better than rural life.
  - (D) Life in the new countries will be better than life in the old countries.
  - (E) If their families don't like the new countries they can always return to their old homes.
  
4. The authors of both passages would most probably agree that at the time they were emigrating
  - (A) it was impossible to imagine what their future lives would be like
  - (B) they were leaving lives of hardship for something much better
  - (C) their fathers showed a callous disregard of how their children felt about emigrating
  - (D) they were too young to understand what was happening to them
  - (E) they knew they would be deeply affected by the experience of emigrating

5. What would be the likely response of the author of Passage 1 to the author of Passage 2's discussion of *tesknota* in lines 54-56?
- (A) She would probably empathize with the author of Passage 2 saying that she feels the same emotion.
  - (B) She would probably criticize the author of Passage 2 for being overly sentimental and weak.
  - (C) She would probably urge the author of Passage 2 to refuse to emigrate.
  - (D) She would probably explain why America is a much better country than Canada.
  - (F) She would probably urge the author of Passage 2 to think more about the benefits of living in Canada.
- 

1. Both authors describe how they feel about leaving their homelands and emigrating to new countries. Although their feelings are quite different, both authors are trying to come to terms with the problem of *adjusting to an irreversible change in their lives*. Choices (B) and (D) can be *ZAPPED* since neither author expresses fear of being separated from her family or not surviving the voyage across the Atlantic. Choice (C) can be *ZAPPED* since the author of Passage 1 is clearly not depressed about emigrating to America. Choice (E) is tempting since both authors provide explanations of why their fathers chose to emigrate. However, this information is of secondary importance. This is particularly true in Passage 2, where the author only hints at why her father wanted to leave Poland. Since both authors are *adjusting to an irreversible change in their lives*, choice (A) is the best answer.
2. The two authors have very different views about emigrating. Since the author of Passage 1 is eagerly looking forward to emigrating while the author of Passage 2 dreads it, you are looking for an answer with a positive word and negative word combination. Choice (C) *exhilarated, despondent* is the only answer that clearly meets the criteria. Choices (A), (B), (D) and (E) all fail to meet this positive/negative criteria and can therefore be *ZAPPED*.
3. Both fathers are willing to uproot their families will enjoy much better lives in America and Canada. Only choice (D) expresses this shared assumption. Choices (A), (B), (C), and (E) can all be *ZAPPED* since they are unsupported by the passages.
4. Although the two authors have very different views about leaving their homelands, both clearly understand that they would be *deeply affected by the experience of emigrating*. Choice (E) is thus the best answer. Choice (A) can be *ZAPPED* since the author of Passage 1 clearly envisions a bright future where "there were ten chances of our getting to our feet again to one chance in our scattered, aimless

state." Choice (B) can be *ZAPPED* since the author of Passage 2 enjoyed her life in

Poland and doesn't want "to be pried out of my childhood, my pleasures, my safety, my hopes of becoming a pianist." Choice (C) can be *ZAPPED* since the author of Passage 1 and her father share a common vision of America as a land of opportunity. In addition, the author of Passage 2 reveals that her parents do understand how she feels when they acknowledge her pain by putting their hands on her shoulders. And finally, choice (D) can be *ZAPPED* since both authors are fully aware of what is happening to them.

5. The author of Passage 2 is overwhelmed by a simultaneous feeling of nostalgia and sadness called *tesknota*. In contrast, the author of Passage 1 is overwhelmed by feelings of excitement and anticipation. Choice (A) can be *ZAPPED* since the author of Passage 1 has a very different feeling about emigrating and thus could not empathize with the author of Passage 2. Choice (B) is tempting. However, as an emigrant herself, the author of Passage 1 would probably not criticize a fellow teenager for feeling sad about leaving her friends and home. Choice (C) can be *ZAPPED* since the author of Passage 1 strongly supports emigrating. Choice (D) can be *ZAPPED* since there is no evidence that the author of Passage 1 has any knowledge about Canada. Given the author of Passage 1's positive views toward emigration, she would probably try to encourage the author of Passage 2 to think about the advantages of emigrating to Canada. Choice (E) is therefore the best answer.

**CRITICAL READING PRACTICE EXERCISE - "COMPARISON"**

**Directions:** First read the following paired passages. Then answer the five comparison questions that follow.

*During the latter part of the fifth century B.C., most of the Greek world was divided into two powerful alliances led by the Athenians and the Lacedæmonians [commonly known to us as Spartans]. As tensions rose, the Spartans summoned a meeting to debate the issue of war or peace. The following passages are taken from an account of the meeting by a Greek historian. The first passage presents the views of the Corinthians, the second the views of the Spartan king.*

**Passage 1 (Corinthians)**

- Lacedæmonians! The confidence which you feel in your constitution and social order inclines you to receive an reflections of ours or other powers with a certain skepticism. Hence springs your moderation, but hence also the rather limited knowledge which you betray in dealing with foreign politics. Time after time was our voice raised to warn you of the blows about to be dealt us by Athens, and time after time, instead of taking the trouble to ascertain the worth of our communications, you contented yourself with suspecting the speakers of being inspired by private interest. And so, instead of calling these allies together before the blow fell, you have delayed to do so till we are smarting under it. . . .
- You, Lacedæmonians, of all the Hellenes are alone, and defend yourselves not by doing anything but by looking as if you would do something; you alone wait till the power of an enemy is becoming twice its original size instead of crushing it in its infancy. . . .
- We hope that none of you will consider these words of remonstrance to be rather words of hostility; men remonstrate with friends who are in error, accusations they reserve for enemies who have wronged them. Besides, we consider that we have as good a right as any one to point out a neighbor's fault, particularly when we contemplate the great contrast between the two national characters; a contrast of which, as far as we can see, you have little perception, having never yet considered what sort of antagonists you will encounter in the Athenians, how widely, how absolutely different from yourselves.
- The Athenians are addicted to innovation, and their designs are characterized by swiftness alike in conception and execution; you have a genius for keeping what you have got, accompanied by a total want of invention, and when forced to act you never go far enough. Again, they are adventurous beyond their power, and daring beyond their judgment, and in danger they are sanguine; your wont is to attempt less than is justified by your power, to mistrust even what is sanctioned by your judgment, and to fancy that from danger there is no release. Further, there is promptitude on their side against procrastination on yours; they are never at

home, you are never from it: for they hope by their absence to

(40) extend their acquisitions, you fear by your advance to endanger what you have left behind. They are swift to follow up a success, and slow to recoil from a reverse. . . .

(45) Such is Athens, you antagonist. And yet, Lacedæmonians, you still delay. . . . Let your procrastination end. For the present, assist your allies and Potidæ in particular, as you promised by a speedy invasion of Attica, and do not sacrifice friends and kindred to their bitterest enemies, and drive the rest of us in despair to some other alliance.

**Passage 2 (Spartan king)**

(50) I do bid you not to take up arms at once, but to send and remonstrate with them in a tone not too suggestive of war, nor again too suggestive of submission, and to employ the interval in perfecting our own preparations. . . . If they listen to our embassy, so much the better; but if not, after the lapse of two or three years our position will have become materially strengthened, and we can then attack them if we think proper. . . .

(55) The slowness and procrastination, the parts of our character that are most assailed by their criticism, need not make you blush. If we undertake the war without preparation, we should by hastening its commencement only delay its conclusion: further, a free and famous city has through all time been ours. The quality which they condemn is really nothing but a wise moderation; thanks to its possession, we alone do not become insolent in success and give way less than others in misfortune; we are not carried away by the pleasure of hearing ourselves cheered on to risks which our judgment condemns; nor, if annoyed, are we any the more convinced by attempts to exasperate us by accusation. We are both warlike and wise, and it is our sense of order that makes us so. . . .

(60)

(65)

(70) These practices, then, which our ancestors have delivered to us, and by whose maintenance we have always profited, must not be given up. And we must not be hurried into deciding in a day's brief space a question which concerns many lives and fortunes and many cities, and in which honour is deeply involved, - but we must decide calmly. This our strength peculiarly enables us to do.

from *The Complete Writings of Thucydides, The Peloponnesian War*,  
Crawley translation

1. Both speeches discuss the
  - (A) strengths and weaknesses of Athens
  - (B) reasons for declaring war on Athens
  - (C) Spartan's policy of deliberate action
  - (D) differences between Sparta and Athens
  - (E) terms of a peace treaty with Athen
  
2. In comparison to the tone of Passage 1, the tone of Passage 2 is more
  - (A) conciliatory
  - (B) condemnatory
  - (C) belligerent
  - (D) arrogant
  - (E) pessimistic
  
3. Which best describes an assumption about the future held by the speakers in Passages 1 and 2?
  - (A) War can be avoided if the Spartans become more innovative and assertive.
  - (B) War is certain if Athens continues its aggressive policies.
  - (C) Athens and Sparta will become more alike.
  - (D) The Corinthians will become the leading power in Greece.
  - (E) The Persians will conquer both the Athenians and the Spartans.
  
4. The Corinthian ambassador and the Spartan king would most probably agree that
  - (A) sea power is preferable to land power
  - (B) it is better to be warlike than wise
  - (C) caution is always a virtue
  - (D) the Spartans do not fully understand their own character
  - (E) foreign policy is closely related to national character
  
5. The view expressed in Passage 1 that war must be declared on Athens is challenged by the implication in Passage 2 that
  - (A) the Athenians might listen to firm but reasonable arguments
  - (B) Sparta is too preoccupied with its own internal affairs to fight Athens
  - (C) Sparta is irrevocably committed to a policy of peace with its neighbors
  - (D) Sparta distrusts the Corinthians
  - (E) the Athenians are about to give up their aggressive policies

## SAMPLE QUESTIONS

Sample directions and a sample pair of passages and questions are followed by discussion of the correct answers and some hints.

The two passages below are followed by questions based on their content and the relationship between the two 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.

*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 gestures, facial expression, and movement.)*

### Passage 1

- (5) 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 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.
- (10) The finest film of the silent era depended on two 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.
- (15) The one word that sums up the attitude of the silent 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 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.
- (20)
- (25) 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 thousand people a night by giving them eyestrain. A
- (30)

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

- (35) 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
- (65) respond 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.

1. The author of Passage 1 uses the phrase "enthusiastic uncertainty" in line 17 to suggest that the filmmakers were
  - (A) excited to be experimenting 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
2. 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
3. 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
4. In line 34, "legends" most nearly means
  - (A) ancient folklore
  - (B) obscure symbols
  - (C) history lessons
  - (D) famous people
  - (E) common misconceptions
5. 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
6. 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
7. 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

8. 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
9. 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
10. 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.
11. 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

**Note: Passage appears on SAT 001**

## SAMPLE PAIRED READING PASSAGES

Illustrate, model, followed by practice, then cumulative practice.

### Example 1

#### **Directions:**

The two passages below are followed by questions based on their content and the relationship between the two 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.

---

*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 gestures, facial expression, and movement.)*

#### **Passage 1**

Line            Talk to those people who first saw films  
(5)            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 potent  
                  capacity to make their imaginations work. It  
                  required the audience to become engaged - to  
                  supply voices and sound effects. The audience was  
(10)           the final, creative contributor to the process of  
                  making a film.

                  The finest film of the silent era depended on  
                  two 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  
(15)           live music added up to more than the sum of the  
                  respective parts.

                  The one word that sums up the attitude of the  
                  silent filmmakers is *enthusiasm*, conveyed most  
                  strongly before formulas took shape and when  
(20)           there was more room for experimentation. This  
                  enthusiastic uncertainty often resulted in such  
                  accidental discoveries as new camera or editing  
                  techniques. Some films experimented with players;  
                  the 1915 film *Regeneration*, for example, by using

- (25) 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.
- (30) 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 thousand people a night by giving them eyestrain.
- (35) 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

- (40) 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 meaningless oddities, but are sensible in context.
- (45) 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 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 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.
- (50) Mime is an elusive art, as its expression is entirely dependent on the ability of the performer to imagine a 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 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 instinctively to entertainment
- (55)
- (60)
- (65)
- (70)

and to those whose appreciation is more analytical and

- (75) 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 themselves. There is only one way to attack those reluctant minds - take them unaware! They will be delighted at an unexpected pleasure.
- 

1. 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.
  
2. The author uses the phrase "enthusiastic uncertainty" in line 21 to suggest that the filmmakers were
  - (A) excited to be experimenting in an undefined area
  - (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
  
3. In Passage 1, the statement "but the . . . eyestrain" (lines 33-35) conveys a sense of
  - (A) irony regarding the incompetence of silent film technicians
  - (B) resentment at the way old silent films are now perceived
  - (C) regret that the popularity of picture palaces has waned
  - (D) pleasure in remembering a grandeur that has passed
  - (E) amazement at the superior quality of modern film technology

4. In line 39, "legends" most nearly means
- (A) ancient folklore
  - (B) obscure symbols
  - (C) history lessons
  - (D) famous people
  - (E) common misconceptions
5. One implication of the last sentence in Passage 1 is that
- (A) some people accuse silent film stars of overacting
  - (B) silent film stars were legends in their time
  - (C) the innovative techniques of silent films should be studied
  - (D) silent films depended on visual effects
  - (E) few of the silent films remaining are of good quality
6. In line 41, "insidiously" most nearly means
- (A) precariously
  - (B) dishonestly
  - (C) indirectly
  - (D) maliciously
  - (E) rebelliously
7. The incident described in lines 47-59 most likely encouraged the author in later performances to
- (A) interpret initial audiences bewilderment as a healthy sign
  - (B) resort to a few stereotypical representations
  - (C) make greater use of exaggeration
  - (D) assume that her audiences had sophisticated expectations
  - (E) vocalize occasionally
8. The incident described in lines 47-59 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



9. In Passage 2, the sentence "As a . . . . life" (lines 62-65) primarily suggests that the author believes that a mime
- (A) has no control over how a character is viewed
  - (B) must suspend his or her sense of identity while performing
  - (C) must resist the efforts of others to dictate style
  - (D) concentrates by focusing on significant events in the lives of certain characters
  - (E) recognizes the limitations of performing without music or speech
10. 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
11. 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

**Example 2**

**Questions 49-60** are based on the following passages

*The following passages written in the twentieth century, present two views of the architectural design of cities. Passage 1 discusses the English "garden cities" planned medium-sized cities containing residential, commercial, and open space. Passage 2 offers a critique of modern cities.*

**Passage 1**

Attempts have been made by architectural writers to discredit the garden cities on the ground that they lack "urbanity." Because the buildings in them are generously spaced and interspersed with gardens, lawns, and trees, they rarely produce the particular effect of absolute enclosure or packed picturesqueness not undeservedly admired by visitors to many ancient cities. This true; garden cities exhibit another and more popular kind of beauty, as well as a healthier and more convenient form of layout. But the garden city is, nonetheless, truly a "city." The criticism exposes the confusion and aesthetic narrow-mindedness of the critics. If the word "urbanity" is used in the accepted sense of "educated tastefulness," the charge that the garden cities are without it is an affront to the well-qualified architects who have taken part in their design. If it is used in the simple etymological sense of "city-ness," the users unknowingly expose their crass ignorance of the infinite diversity that the world's cities display. And if it is used (illegitimately) as a synonym for high urban density or crowdedness, it stands for a quality most city dwellers regard as something to escape from if they can. The word "urbanity" has been so maltreated that it should now be eliminated from town planning discussions.

Tastes differ in architectural styles as they do in all the arts, and the ability to judge is complicated by changes in fashion, to which critics of the arts seem more subject than people in general. Person vary in stability of taste; for some a thing of beauty is a joy forever, for others a joy till next month's issue of an architectural periodical.

The garden cities have been obedient to the prevailing architectural fashion. Luckily for the profession, average Britons, though not highly sensitive to architectural design, do not mind it, so long as the things they really care about in a house or a town are attended to. They take great pleasure in grass, trees, and flowers, with which the garden cities are well endowed. The outlook from their windows is more important to them than the look of the dwellings from the street. And though they

- would have preferred their dwellings to have some element of individuality, they accept harmonious design and grouping without resentment. Thus, given due respect for their major interest, a pleasing ensemble is attainable.
- (45)

### Passage 2

- To the visually trained person today, the architecture of the modern city is a remorseless and unremitting assault on the senses. This kind of urban anarchy is an outstanding fact of modern life, an expression of
- (50) brutalism as harsh and as significant as modern warfare. Our cities are neither expressions of civilization nor creators of civilized individuals. We see the rampant ugliness not only in the crumbling hearts of older American cities, but in American's most modern urban areas as
- (55) well - the tangle of superhighways that seem to strangle certain West Coast cities or in suburbs that project the image of a standardized, anonymous, dehumanized person. Nor have we escaped this gloomy catalog when we visit cities have erected "good taste" into an
- (60) inoffensive - but equally repugnant because false - urban "style." Urban uglification is not limited to any single country: the posters in the travel agent's office promise famous monuments and picturesque antiquities, but when you look through your hotel room window
- (65) you see smog, unsanitary streets, and neighborhoods ruined by rapacious speculation in land and buildings.

- Those who do not reject modern cities are conditioned not to see, hear, feel, smell, or sense them as they are. The greatest obstacle to seemly cities has become
- (70) our low expectations, a direct result of our having become habituated to the present environment and our incapacity to conceive of any better alternative. Those of us who have made this adjustment are permanently disabled in the use of our senses, brutalized victims of
- (75) the modern city.

- We can get at what's wrong with a city like Washington D.C. by considering the question once asked seriously by a European visitor. "Where can you take a walk?" He didn't mean in arduous hike, but a stroll
- (80) along a city street where you can see the people, admire the buildings, inspect the goods, and learn about life in the process. Perhaps we need a simple litmus-paper test of the good city. Who lives there? Where is the center? What do you do when you get there? A successful urban
- (85) design involves urbanity, the quality the garden city forgot. It is found in plazas and squares, in boulevards and promenades. It can be found in Rome's railroad station. When you find it, never let it go. It is the hardest

thing to create anew.

49. In line 3, the word "generously" most nearly means
- (A) charitably (B) helpfully (C) unselfishly  
(D) widely (E) benevolently
50. The author Passage 1 objects to using the "simple etymological sense" (lines 16-17) of the word "urbanity" for which reason?
- (A) Different individuals value different aspects of urban life.  
(B) The traditional idea of what is desirable in a city changes greatly over time.  
(C) Discovering the history of a word is often difficult.  
(D) Not all of the world's cities are alike.  
(E) It is dangerous to disregard the opinion of experts.
51. In Passage 1, the reference to "next month's issue of an architectural periodical" (lines 30-31) serves to
- (A) show that the plans for the garden cities are well thought of in professional journals  
(B) indicate that what seems like a random process is actually an ordered process  
(C) suggest that some people lack their own firm ideals of beauty  
(D) imply that only those who are knowledgeable about a subject should offer their opinions  
(E) emphasize the importance of what the experts say
52. By considering (in lines 33-40) the relative importance to "average Britons" of the view from their homes, the author of Passage 1 suggests that
- (A) natural light is an important element of urban design  
(B) Britons are not particularly concerned about the architectural design elements that catch the attention of critics  
(C) the appeal of grass, trees, and flowers has been overrated by many architectural theorists  
(D) the importance of designing buildings that have a pleasing exterior form needs to be remembered  
(E) Britons often object to being treated like members of a group rather than like individuals

53. In the last paragraph of Passage 1, the author acknowledges which flaw in the design of the garden city?
- (A) The emphasis placed on plantings
  - (B) The view from many of the windows
  - (C) The constraint imposed by the landscape
  - (D) The uniformity of the dwellings
  - (E) The outmodedness of the architecture
54. The references in Passage 2 to "posters" (line 62) and the view from the "hotel room window" (line 64) serve to
- (A) give an accurate sense of the two places
  - (B) highlights the distinction between the ideal and the reality
  - (C) show what could be, as opposed to what is
  - (D) criticize those who would say negative things about well-loved places
  - (E) invoke past splendor in order to point out present flaws
55. If modern cities are so terrible, why, according to Passage 2, do people continue to live in them?
- (A) Cities provide more varied employment opportunities than other places.
  - (B) People see cities for what they are and actually enjoy living in such places.
  - (C) The cultural opportunities available in cities are more varied than those in rural areas.
  - (D) Despite their drawbacks, cities have a quality of life that makes them desirable as places to live.
  - (E) As a consequence of living in cities, people have become unable to think objectively about their environment.
56. The distinction made in Passage 2 between a "walk" and a "hike" (lines 76-82) can best be summarized as which of the following?
- (A) The first is primarily a social experience, the second primarily exercise.
  - (B) The first involves a greater degree of physical exercise than the second.
  - (C) The first is more likely to be regimented than the second.
  - (D) The first covers a greater distance than the second.
  - (E) The first is a popular activity, the second appeals only to a small group.

57. The question in lines 83-84 chiefly serve to
- (A) ask the reader to compare his or her experience with the author's
  - (B) show that it is easier to point out a problem than to find solutions
  - (C) suggest what the author's definition of urbanity might involve
  - (D) answer the charges made by the author's critics
  - (E) outline an area in which further investigations are needed
58. The author of Passage 2 is critical of garden cities (lines 84-86) primarily because
- (A) they are too crowded
  - (B) they lack that quality essential to a good city
  - (C) their design has not been carried out rationally
  - (D) people cannot readily accommodate themselves to living in them
  - (E) they are better places for plants than for people
59. The author of Passage 1 would most likely react to the characterization of garden cities presented in lines 84-86 point out that
- (A) recent research has shown the inadequacy of this characterization
  - (B) the facts of urban life support this characterization
  - (C) this characterization is dismissed by most authorities
  - (D) this characterization is neither accurate nor well defined
  - (E) this characterization expresses poor taste
60. How would the author of Passage 1 respond to the way the author of Passage 2 uses the word "urbanity" to describe the quality found in "Rome's railroad station" (lines 87-88)
- (A) The quality is not to be found in so common a structure as a railroad station.
  - (B) The word "urbanity" is being used to denigrate an otherwise positive quality.
  - (C) The word "urbanity" has been so misused as to be no longer meaningful.
  - (D) "Urbanity" is, in fact, one of the leading characteristics of the garden city.
  - (E) It is a sign of arrogance to refuse to value this quality.

Time - 15 Minutes  
11 Questions

For each question in this section, select the best answer from among the choices given and fill in the corresponding oval on the answer sheet.

The two passages below are followed by questions based on their content and on the relationship between the two 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 pair passages.**

Robinson Crusoe, a novel first published in England in 1719, was written by Daniel Defoe. It relates the story of Crusoe's successful efforts to make a tolerable existence for himself after being shipwrecked alone on an apparently uninhabited island. The passages below are adapted from two twentieth-century commentaries by Ian Watt and James Sutherland on the novel's main character.

**Passage 1 - Ian Watt (1957)**

Line  
(5) That Robinson Crusoe is an embodiment of economic individualism hardly needs demonstration. All of Defoe's heroes and heroines pursue money, and they pursue it very methodically. Crusoe's bookkeeping conscience, indeed, has established an effective priority over all of his other thoughts and emotions. The various forms of traditional group relationship - family, village, a sense of nationality - all are weakened, as are the competing claims of noneconomic individual achievement and enjoyment, ranging from spiritual salvation to the pleasures of recreation. For the most part, the main characters in Defoe's works either have no family or, like Crusoe, leave it at an early age never to return. Not too much importance can be attached to this fact, since adventure stories demand the absence of conventional social ties. Still, Robinson Crusoe does have a home and family, and he leaves them for the classic reason of economic individualism - that it is necessary to better his condition. "Something fatal in that propension of nature" calls him to the sea and adventure, and against "setting to business" in the station to which he is born - and this despite the elaborate praise that his father heaps upon that condition. Leaving home, improving the lot one was born to, is a vital feature of the individualist pattern of life.

(20) Crusoe is not a mere footloose adventurer, and his travels, like his freedom from social ties, are

(25)

(30)

merely somewhat extreme cases of tendencies that are normal in modern society as a whole since, by making the pursuit of gain a primary motive, economic individualism has much increased the mobility of the individual. More specifically, the story of Robinson Crusoe is based on some of the many volumes recounting the exploits of those voyages who in the sixteenth and seventeenth centuries had assisted the development of capitalism. Defoe's story, then, expresses some of the most important tendencies of the life of his time, and it is this that sets his hero apart from most other travelers in literature. Robinson Crusoe is not, like Ulysses, an unwilling voyager trying to get back to his family and his native land: profit is Crusoe's only vocation, and the whole world is his territory.

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**Passage 2 - James Sutherland (1971)**

To Ian Watt, Robinson Crusoe is a characteristic embodiment of economic individualism. "Profit," he assures us, "is Crusoe's only vocation," and "only money - fortune in its modern sense - is a proper cause of deep feeling." Watt therefore claims that Crusoe's motive for disobeying his father and leaving home was to better his economic condition, and that the argument between Crusoe and his parents in the early pages of the book is really a debate "not about filial duty or religion, but about whether going or staying is likely to be the most advantageous course materially: both sides accept the economic motive as primary." We certainly cannot afford to ignore those passages in which Crusoe attributes his misfortunes to an evil influence that drove him into "projects and undertakings beyond my reach, such as are indeed often the ruin of the best heads in business." But

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- surely the emphasis is not on the economic motive as such, but on the willingness to gamble and seek for quick profits beyond what "the nature of the thing permitted." Crusoe's father wished
- (70) him to take up the law as a profession, and if Crusoe had done so, he would likely have become a very wealthy man indeed. Crusoe's failure to accept his father's choice for him illustrates not economic individualism so much as Crusoe's lack
- (75) of economic prudence, indifference to a calm and normal bourgeois life, and love of travel.
- Unless we are to stay 0 and we have no right to say it - that Crusoe did not know himself, profit hardly seems to have been his "only vocation."
- (80) Instead, we are presented with a man who was driven (like so many contemporary Englishmen whom Defoe either admired or was fascinated by) by a kind of compulsion to wander footloose about the world. As if to leave no doubt about his rest-
- (85) less desire to travel, Crusoe contrasts himself with his business partner, the very pattern of the economic motive and of what a merchant ought to be, who would have been quite happy "to have gone like a carrier's horse, always to the same inn,
- (90) backward and forward, provided he could, as he called it, find his account in it." Crusoe, on the other hand, was like a rambling boy who never wanted to see again what he had already seen. "My-eye," he tells us, "was never satisfied with
- (95) seeing, was still more desirous of wand'ring and seeing."
- The first paragraph of Passage 1 (lines 1-28) primarily explores the contrast between
    - economics and religion
    - business and adventure
    - family responsibilities
    - Crusoe's sense of duty and his desire for pleasure
    - economic individualism and group-oriented behavior
  - What refers to "spiritual salvation" (lines 11-12) as an example of
    - something in which Crusoe seemed to show relatively little interest
    - the ultimate goal in life for most of Defoe's contemporaries
    - an important difference in priorities between Crusoe and his father
    - something the Defoe believed was incompatible with the pursuit of pleasure
    - a crucial value that Crusoe's family failed to pass on to him
  - Which statement about Crusoe is most consistent with the information in Passage 1?
    - He left home because his father forced him to do so.
    - He single-mindedly pursued financial gain.
    - He was driven to seek pleasure through world travel.
    - He had a highly developed sense of morality.
    - He was economically imprudent to a fault.
  - In line 86, "pattern" most nearly means
    - configuration
    - duplicate
    - decoration
    - perfection
    - model
  - It can be inferred that Crusoe's business partner was "like a carrier's horse" (line 89) in that the partner was
    - satisfied with a life of routine
    - descended from ancestors who were both noble and strong
    - strong enough to bear any burden
    - stubborn in refusing to change
    - loyal to Crusoe to a degree of near servility
  - In context, the phrase "find his account in it" (line 91) can best be interpreted to mean
    - be exposed to new experiences
    - make a reasonable profit
    - seek adventure around the world
    - become popular and well known
    - acquire great power and responsibility



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7. Crusoe's self-assessment quoted at the end of Passage 2 (lines 94-96) serves primarily to
- (A) reveal that Crusoe did not know himself as well as he thought he did
  - (B) suggest that vision entails more than merely seeing
  - (C) suggest that, though boylike, Crusoe was more like Ulysses than Watt acknowledges
  - (D) provide support for Sutherland's view of Crusoe
  - (E) introduce one of Crusoe's traits
8. Both passages indicate that Crusoe's father was
- (A) similar to the parents of main characters in other works by Defoe
  - (B) confident that his son would succeed in whatever field he chose
  - (C) in favor of more prudent behavior by his son
  - (D) opposed to the business partners chosen by his son
  - (E) proud of his son's ability to survive comfortably after being shipwrecked
9. In both passages, Crusoe's attitude toward the idea of "settling to business" (lines 23-24) like his father is described as
- (A) eager anticipation
  - (B) conventional acceptance
  - (C) confused uncertainty
  - (D) moral suspicion
  - (E) innate opposition
10. The authors of the two passages would apparently agree that Crusoe was
- (A) motivated only by personal financial gain
  - (B) profoundly unaware of his basic nature and calling life
  - (C) commendable in his devotion to his family and his business partners
  - (D) willing to take risks while traveling
  - (E) responsible for whatever misfortunes befell him in life
11. The primary focus of this pair of passages is
- (A) earlier commentaries on Defoe's *Robinson Crusoe*
  - (B) the exact nature of the flaws in Crusoe's character
  - (C) the style and structure of *Robinson Crusoe*
  - (D) Defoe's positive portrayal of greed
  - (E) Crusoe's motivation for leaving home and traveling abroad

**Time - 15 Minutes**  
**13 Questions**

**For each question in this section, select the best answer from among the choices given and fill in the corresponding oval on the answer sheet.**

The two passages below are followed by questions based on their content and on the relationship between the two 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 1-13 are based on the following passages.**

*These passages present two perspectives of the prairie, the grasslands that covered much of the central plains of the United States during the nineteenth century. In Passage 1, a young English journalist writes about his visit to the prairie on a sight-seeing tour in the 1840's. In Passage 2, an American writer describes the area near his childhood home of the early 1870's.*

**Passage 1**

We came upon the Prairie at sunset. It would be difficult to say why, or how - though it was possibly from having heard and read so much about it - but the effect on me was disappointment. Towards the setting sun, there lay stretched out before my view a vast expanse of level ground, unbroken (save by one thin line of trees, which scarcely amounted to a scratch upon the great blank) until it met the glowing sky, wherein it seemed to dip mingling with its rich colors and mellowing in its distant blue. There it lay, a tranquil sea or lake without water, if such a smile be admissible, with the day going down upon it: a few birds wheeling here and there, solitude and silence reigning paramount around. But the grass was not yet high; there were bare black patches on the ground and the few wild flowers that the eye could see were poor and scanty. Great as the picture was, its very flatness and extent, which left nothing to the imagination, tamed it down and cramped its interest. It felt little of that sense of freedom and exhilarations that the open landscape of a Scottish moor, or even the rolling hills of our English downlands, inspires. It was lonely and wild, but oppressive in its barren monotony. I felt that in traversing the Prairies, I could never abandon myself to the scene, forgetful of all else, as I should instinctively were heather moorland beneath my feet. On the Prairie I should often glance towards the distant and frequently receding line of the horizon, and wish it gained and passed. It is not a scene to be forgotten, but it is scarcely one, I think (at all events, as I saw it), to remember with much pleasure or to covet the looking-on again, in after years.

**Passage 2**

In herding the cattle on horseback, we children came to know all the open prairie round about and found it very beautiful. On the uplands a short, light-green grass grew, intermixed with various resinous weeds, while in the lowland grazing grounds luxuriant patches of blue joint, wild oats, and other tall forage plants waved in the wind. Along the streams, cattails and tiger lilies nodded about thick mats of wide-bladed marsh grass. Almost without realizing it, I came to know the character of every weed, every flower, every living thing big enough to be seen from the back of a horse. Nothing could be more generous, more joyous, than these natural meadows in summer. The flash and ripple and glimmer of the tall sunflowers, the chirp and gurgle of red-winged blackbirds swaying on the willow, the meadowlarks piping from grassy bogs, the peep of the prairie chick and the wailing call of plover on the flowery green slopes of the uplands made it all an ecstatic world to me. It was a wide world with a big, big sky that gave alluring hints of the still more glorious unknown wilderness beyond. Sometimes we wandered away to the meadows along the creek, gathering bouquets of pinks, sweet william, tiger lilies, and lady's slippers. The sun flamed across the splendid serial waves of the grasses and the perfumes of a hundred spicy plants rose in the shimmering midday air. At such times the mere joy of living filled our hearts with wordless satisfaction. On a long ridge to the north and west, the soil, too wet and cold to cultivate easily, remained

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- (70) unplowed for several years. Scattered over these clay lands stood small wooded groves that we called "tow-heads." They stood out like islands in the waving seas of grasses. Against these dark-green masses, breakers of blue joint radiantly
- (75) rolled. To the east ran the river; plum trees and crabapples bloomed along its banks. In June immense crops of wild strawberries appeared in the natural meadows. Their delicious odor rose to use as we rode our way, tempting us to dismount.
- (80) On the bare upland ridges lay huge antlers, bleached and bare, in countless number, telling of the herds of elk and bison and had once fed in these vast savannas. On sunny April days the mother fox lay out with her young on southward-sloping swells. Often we met a prairie wolf, finding in it the spirit of the wilderness. To us it seemed that just over the next long swell toward the sunset the shaggy brown bison still fed in myriads, and in our hearts was a longing to ride away into the "sunset regions" of our pioneer songs.
- (90)
1. In creating an impression of the prairie for the reader, the author of Passage 1 makes use of
    - (A) reference to geological processes
    - (B) description of its inhabitants
    - (C) evocation of different but equally attractive areas
    - (D) comparison with other landscapes
    - (E) contrast to imaginary places
  2. In line 13, the author includes the detail of "a few birds" primarily to emphasize the
    - (A) loneliness of the scene
    - (B) strangeness of the wildlife
    - (C) lateness of the evening
    - (D) dominance of the sky
    - (E) infertility of the land
  3. In line 20, "tamed" most nearly means
    - (A) composed
    - (B) trained
    - (C) subdued
    - (D) captured
    - (E) befriended
  4. In line 26, "abandon myself" most nearly means
    - (A) dismiss as worthless
    - (B) isolate from all others
    - (C) overlook unintentionally
    - (D) retreat completely
    - (E) become absorbed in
  5. The author of Passage 1 qualifies his judgment of the prairie by
    - (A) pointing out his own subjectivity
    - (B) commenting on his lack of imagination
    - (C) mentioning his physical fatigue
    - (D) apologizing for his prejudices against the landscape
    - (E) indicating his psychological agitation
  6. In line 66, "mere" most nearly means
    - (A) tiny
    - (B) trivial
    - (C) simple
    - (D) direct
    - (E) questionable
  7. In Passage 2, the author's references to things beyond his direct experience (lines 57-59 and lines 86-91) indicate the
    - (A) unexpected dangers of life on the unsettled prairie
    - (B) psychological interweaving of imagination and the natural scene
    - (C) exaggerated sense of mystery that is natural to children
    - (D) predominant influence of sight in experiencing a place
    - (E) permanence of the loss of the old life of the prairie



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8. In line 74, "masses" metaphorically compares the tow-heads to
- (A) ships on a stormy ocean
  - (B) birds on a pond
  - (C) reefs submerged by rising waters
  - (D) islands amidst the surf
  - (E) islands engulfed by a river
9. One aspect of Passage 2 that might make it difficult to appreciate is the author's apparent assumption that readers will
- (A) have seen nineteenth-century paintings or photographs of the prairie
  - (B) connect accounts of specific prairie towns with their own experiences of the prairie
  - (C) be able to visualize the plants and the animals that are named
  - (D) recognize the references to particular pioneer songs
  - (E) understand the children's associations with the flowers that they gathered
10. The contrast between the two descriptions of the prairie is essentially one between
- (A) misfortune and prosperity
  - (B) homesickness and anticipation
  - (C) resignation and joy
  - (D) bleakness and richness
  - (E) exhaustion and energy
11. In both passages, the author liken the prairie to
- (A) a desert
  - (B) an island
  - (C) a barren wilderness
  - (D) a large animal
  - (E) a body of water
12. Both authors indicate that the experience of a beautiful landscape involves
- (A) artistic production
  - (B) detached observation of appearances
  - (C) emotional turmoil
  - (D) stimulation of the imagination
  - (E) fanciful reconstruction of bygone times
13. The contrast between the two passages reflects primarily the biases of a
- (A) grown man and a little boy
  - (B) journalist and a writer of fiction
  - (C) passing visitor and a local resident
  - (D) native of Europe and a native of the United States
  - (E) weary tourist and an energetic farm worker

The two passages are followed by questions based on their content and on the relationship between the two 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 24-35 are based on the following passages.**

*The following passages represent two different views of living - the views of living in the country and living in the city.*

**Passage A**

5 The snow falls gently on our quiet meadow sloping down to Penobscot Bay, with spruce trees back against the gray of the water. A raven croaks from a nearby treetop. Two gulls sail over the house and squawk unintelligibly together. The only other sounds are the wood fire snapping, the kettle steaming on the stove and Pusso purring.

10 There is no phone to ring, no radio to turn on, no television to watch. We need don no city disguise and ride subways, catch trains, attend cocktail parties or dinners. We can choose and make our own music, reread our favorite books, wear our old clothes, eat when and what we like from a well-stocked root cellar, or happily abstain from food, if we wish, the whole day. There is wood to cut, snow to shovel, mail to answer, but all in our own good time. No one is pushing, no one shoving, no one ordering about. There is no job to lose; we make our own jobs. Free men? Almost.

15 A neighbor may amble in on snowshoes and bring us word of his horse's health or wife's pregnancy. Over a glass of cider we may talk of snowmobile incursions or hunters' depredations. He may bring us a huge cabbage he has grown and we send him back with a bottle of our rosehips juice and a knitted doll for his little daughter. In our chat beside the fire we will probably not touch on the outside world, though we are not unaware of what stirs the nation.

20 The newspaper, reaching us by mail, brings us echoes of an inconsequential election between two shadow-boxing candidates for an office no one should covet. We read that two high officials, the Episcopal Bishop of New York and the chief of the Soviet delegation to the United Nations, have separately been held up in daylight and robbed by armed men in Central Park. We learn that invaders are entering classrooms in Manhattan's public schools and at knife or gunpoint relieving teachers of their cash and trinkets before their open-mouthed pupils.

25 We thank our lucky stars that we live out in the wilderness, that we are not on congested streets and highways or clustered in high-rise city rookeries, with jangling noise and turmoil all about, that we are not in smog, that we can drink clean clear water, not fluoridized or chlorinated, from our bubbling spring, that our homegrown food is not stale,

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preserved or embalmed and bought from the supermarket.

We are thankful for what the wilderness makes possible. Peace, progress, prosperity? We prefer peace, quiet, and frugality.

**Passage B**

55 You look out the window of your one-bedroom apartment  
and see swarms of people in the streets as if the day never  
ends. You live with the interminable sounds of the cars,  
trunks and repair services and hassles encountered. But  
there is an excitement that make you alive. You can leave  
50 your apartment at three in the morning and go to a coffee  
shop which remains open. You can lose your identity and  
forget about your problems by mingling during the day with  
the thousands of people roaming the streets. You may be  
walking right next to a famous celebrity or a lowly degener-  
55 ate. But it doesn't matter. It is the excitement that counts, the  
fact that you can call anybody anytime by phone, get up-to-  
the minute news through radio or TV. You can choose from  
hundreds of international restaurants, and although the food  
may not be home-grown, you certainly have the exciting  
60 ambience of a packed restaurant with constant movement.  
You can choose from the best of hospitals and doctors,  
although it may take you some time to get and appointment  
with a doctor or get to the hospital because of traffic. But the  
noise, the inconveniences, the muggings, all this goes with  
65 the territory - with the excitement. You can always escape  
to the country by train, car, bus, or even plane if you to.  
However, city living is certainly not for everyone. And your  
ability to live or even survive in a city depends on your  
temperament, your principles, your occupation and your  
70 interests. But for many, the tradeoff for a vibrant life, a pulse  
which never ends, and access to almost every cultural event  
almost at any time is certainly a lure to live in the city  
environment.

24. The general feeling running through Passage A is one of
- (A) guarded resentment
  - (B) tolerable boredom
  - (C) restless indecision
  - (D) peaceful satisfaction
  - (E) marked indifference



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25. Which of the following is the most appropriate title for Passage A?
- (A) Winter in the Country
  - (B) The Frills Aren't Needed
  - (C) Peace, Progress, and Prosperity
  - (D) Life Goes On
  - (E) A Lack of Conveniences
26. The author's reference to "an inconsequential election between two shadow-boxing candidates" (lines 26-27) indicates that the author
- (A) has not faith in politicians
  - (B) is opposed to professional prizefighting
  - (C) does not believe in having any elections
  - (D) prefers that people govern themselves
  - (E) is of the opinion that all elections are fixed
27. The author of Passage A states or implies that
- (A) there is no work to be done
  - (B) he is a completely free man
  - (C) his wife is pregnant
  - (D) he reads no newspapers
  - (E) he has a farm
28. Of the states below the location of the author's home in Passage A is most likely in the state of
- (A) Arizona
  - (B) Florida
  - (C) Maine
  - (D) Louisiana
  - (E) Georgia
29. It can be inferred from Passage B that the author believes that in the city
- (A) many people live in one-bedroom apartments
  - (B) when eating out, you'll never get home-grown food
  - (C) you can meet rich and poor at the most expressive restaurants
  - (D) losing one's identity is considered a "plus"
  - (E) friendliness is a "way of life"
30. The word "interminable" in line 47 means
- (A) loud
  - (B) harsh
  - (C) ongoing
  - (D) bright
  - (E) close
31. The passage differ in that
- (A) in Passage B, there is more of a tendency to qualify the good with the bad
  - (B) in Passage A there are no hospitals in the village whereas there are many in Passage B
  - (C) the author of Passage A believes that everyone should live in the country whereas in Passage B the author believes that everyone would do well in the city
  - (D) in Passage A there are no post offices to deliver mail
  - (E) in Passage A the author never reads newspapers whereas the author in Passage B is interested in up-to-the-minute news



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32. Which is more likely to be surprising to the respective author?
- (A) Passage A author: reading a headline in a newspaper: "Scientists Find Cancer Cure"
  - (B) Passage B author: speaking with a famous movie celebrity in the street
  - (C) Passage B author: finding a movie at two in the morning
  - (D) Passage A author: seeing some people skip a few meals
  - (E) Passage B author: hearing someone complain about city living
33. The word "frugality" in line 44 means
- (A) progress
  - (B) stinginess
  - (C) wastefulness
  - (D) poverty
  - (E) quiet
34. The word "don" in line 8 is related to
- (A) motion
  - (B) purchasing goods
  - (C) clothing
  - (D) eating
  - (E) fishing
35. We can infer from the author of each passage that
- (A) the author of Passage A believes most news is bad whereas the author of Passage B believes most news is good
  - (B) the author of Passage A believes politics and elections are useless whereas the author in Passage B believes they are necessary
  - (C) the author of Passage A believes that city schools are dangerous and prefers not to have his or her children attend them whereas the author of Passage B may agree but accepts the situation
  - (D) the author of Passage A believes only the parks in the cities are safe whereas the author of Passage B believes that crime "goes with the territory"
  - (E) one author likes home-grown food, whereas the other does not

Time - 15 Minutes  
12 Questions

For each question in this section, select the best answer from among the choices given.

The two passages below are followed by questions based on their content and on the relationship between the two 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 1-12 are based on the following passages.

Over 20 million people immigrated to America between 1880 and 1920. These passages present two perspectives on this experience. In Passage 1, a young immigrant describes his feelings when he first arrived in America. In Passage 2, a Harvard professor of history describes the harsh realities facing the immigrants.

**Passage 1**

When the European discoverers of America saw land at last they fell on their knees and a hymn of thanksgiving burst from their souls. The scene, which is one of the most thrilling in history, repeats itself in the heart of every immigrant as he comes in sight of the American shores. I am at a loss to convey the peculiar state of mind that the experience created in me.

When the ship reached Sandy Hook I was literally overcome with the beauty of the landscape.

The immigrant's arrival in his new home is like a second birth to him. Imagine a newborn babe in possession of a fully developed intellect. Would it ever forget its entry into the world? Neither does the immigrant ever forget his entry into a country which to him is a new world in the profoundest sense of the term and in which he expects to pass the rest of his life. I conjure up the gorgeousness of the spectacle as it appeared to me on that clear June morning: the magnificent verdure of Staten Island, the tender blue of sea and sky, the dignified bustle of passing craft - above all, those floating, squatting, multitudinously windowed palaces which I subsequently learned to call ferries. It was all so utterly unlike anything I had ever seen or dreamed of before. It unfolded itself like a divine revelation. I was in a trance or in something closely resembling one.

"This, then, is America!" I exclaimed, mutely. The notion of something enchanted which the name had always evoked in me now seemed fully borne out. . . .

My transport of admiration, however, only added to my sense of helplessness and awe.

Here, on shipboard, I was sure of my shelter and food, at least. How was I going to procure my sustenance on those magic shores? I wished the remaining hour could be prolonged indefinitely.

from *The Rise of David Levinsky* by Abraham Cohan

(40) **Passage 2**

Here is a woman. In the Old Country she had lived much of her life, done most of her work, outdoors. In America, the flat confines her. She divides up her domain by calico sheets hung on ropes, tries to make a place of her people and possessions. But there is no place and she has not room to turn about. It is true, everything is in poor repair, the rain comes through the ceilings, the wind blows dirt through the cracks in the wall. But she does not even know how to go about restoring order, establishing cleanliness. She breaks her back to exterminate the proliferating vermin. What does she get? A dozen lice behind the collar.

The very simplest tasks become complex and disorganizing. Every day there is a family to feed. Assume she knows how to shop, and can manage the unfamiliar coal stove or gas range. But what does one do with rubbish who has never know the meaning of waste? It is not really so important to walk down the long flight of narrow stairs each time there are some scraps to be disposed of. The windows offer an easier alternative. After all, the obnoxious wooden garbage boxes that adorn the littered fronts of the houses expose their contents unashamed through

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split sides and, rarely emptied, themselves become the nests of boldly foraging rodents.

- (70) The filthy streets are seldom cleaned; the municipality is not particularly solicitous of these, the poorest quarters of the city. The alleys are altogether passed by and the larger thoroughfares receive only occasionally the services of the scavenger. The inaccessible alleys and rear yards are never touched and, to be sure,
- (75) are redolent of the fact. In the hot summer months the stench of rotting things will mark these places and the stained snow of winter will not conceal what lies beneath. Here and there an unwitting newcomer tries the disastrous
- (80) experiment of keeping a goat, adds thereby to the distinctive flavor of his neighborhood.

- It was the same in every other encounter with the new life. Conveniences not missed in the villages became sore necessities in the city;
- (85) although often the immigrants did not know their lack till dear experience taught them. Of what value were sunlight and fresh air on the farm? But how measure their worth for those who lived in the three hundred and fifty
- (90) thousand dark interior rooms of New York in 1900!

- There was the rude matter of what Americans called sanitation. Some of the earliest buildings had no privies at all; the residents had been
- (95) expected to accommodate themselves elsewhere as best they could. Tenements from mid-century onward generally had water closets in the yards and alleys, no great comfort to the occupants of the fifth and sixth floors. The newest structures
- (100) had two toilets to each floor; but these were open to the custom of all comers, charged to the care of none, and left to the neglect of all. If in winter the pipes froze in unheated hallways and the clogged contents overflowed, weeks would go by before
- (105) some dilatory repairman set matters right. Months thereafter a telling odor hung along the narrow hallways.

- What of it? The fifth was inescapable. In these districts where the need was greatest, the
- (110) sewerage systems were primitive and ineffectual. Open drains were long common; in Boston one such, for years, tumbled down the slope of Jacob's Ladder in the South Cove; and in Chicago the jocosely named Bubbly Creek wended its
- (115) noisome way aboveground until well into the twentieth century.

from *The Uprooted* by Oscar Handlin

1. The phrase, "This, then, is America!" (line 30) conveys the author of Passage 1's sense of
  - (A) awe and revulsion
  - (B) relief and resignation
  - (C) gloom and dejection
  - (D) worry and dread
  - (E) wonder and delight
2. Why does the author of Passage 1 say (lines 38-39) that he "wished the remaining hour could be prolonged indefinitely?
  - (A) Because he needed more time to write down his first impressions of America.
  - (B) Because he wanted to complete a sketch of New York Harbor.
  - (C) Because he wanted to form an indelible memory of his arrival in America.
  - (D) Because he knew that his vacation was over and he would soon have to begin working again.
  - (E) Because he understood that the security of life on the ship would soon be replaced by the uncertainties of life in America.
3. The author of Passage 1 implies that
  - (A) he had relatives who were going to help him adjust to life in America
  - (B) he was a tourist who would soon be returning to Europe
  - (C) he didn't know where he would live and what job he would perform
  - (D) he was slightly disappointed by the view as he sailed into New York Harbor
  - (E) he ultimately became a ferry boat captain
4. The author of Passage 2 uses the phrase "She divides up her domain by calico sheets hung on ropes" (lines 42-44) in order to
  - (A) reveal how spacious the flat is
  - (B) describe the best way to secure privacy
  - (C) demonstrate the most efficient way to eradicate lice
  - (D) show how cramped the flat is
  - (E) illustrate the woman's lack of knowledge of American customs

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5. By asking the question, "But what does one do with rubbish who has never know the meaning of waste?" (lines 58-59) the author of Passage 2 implies that
- (A) villagers in the "Old Country" produced little waste since they fully utilized all of their household products
  - (B) the woman was an inefficient housekeeper
  - (C) the immigrants paid no attention to the litter and foul smells in their new neighborhoods
  - (D) European cities were even filthier than American cities
  - (E) the immigrants threw their waste out the windows because they were lazy
6. The author of Passage 2 implies that city officials
- (A) were unaware of the problems in the immigrant neighborhoods
  - (B) neglected the impoverished sections of their cities
  - (C) only helped immigrants during election years
  - (D) profited from the high rents charged to immigrants
  - (E) did everything in their power to help the immigrants adjust to American life
7. In line 81, "distinctive" most nearly means
- (A) different
  - (B) ordinary
  - (C) fragrant
  - (D) characteristic
  - (E) spicy
8. The name "Bubbly Creek" is incongruous because
- (A) it gave pleasure to the neighborhood children
  - (B) it was a harmonious part of the neighborhood
  - (C) it was out of place in an urban setting
  - (D) it was a foul smelling drain
  - (E) it passed through a fertile piece of land
9. The two passages differ in tone in that Passage 1 is
- (A) euphoric, whereas Passage 2 is realistic
  - (B) somber, whereas Passage 2 is hysterical
  - (C) cynical, whereas Passage 2 is optimistic
  - (D) despondent, whereas Passage 2 is exuberant
  - (E) devout, whereas Passage 2 is scornful
10. The contrast between the two passages reflects primarily the biases of
- (A) a new immigrant and a scholar
  - (B) an excited tourist and a seasoned journalist
  - (C) a native of Europe and a native of the United States
  - (D) a passing visitor and a local resident
  - (E) a passenger on a crowded ship and an overworked municipal official
11. The description of immigrant life presented in Passage 2 suggests that the author's concerns in Passage 1 (lines 37-39) are
- (A) exaggerated
  - (B) irrelevant
  - (C) unwarranted
  - (D) justified
  - (E) irrational
12. The authors of both passages would most probably agree that
- (A) urban life is better than rural life for most immigrants
  - (B) many municipal governments needed to be reformed
  - (C) immigrants lived a different life in America than in Europe
  - (D) America possesses a uniquely beautiful landscape
  - (E) a lack of sanitation was the immigrant's biggest problem

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