

SAT

WRITING
ESSENTIALS

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Published in the United States by LearningExpress, LLC, New York.

Library of Congress Cataloging-in-Publication Data:

Starkey, Lauren B., 1962–

SAT writing essentials / Lauren Starkey.

p. cm.

ISBN 1-57685-532-5

1. English language—Composition and exercises—Examinations—Study guides. 2. SAT
(Educational test)—Study guides. I. Title.

LB1631.5.S785 2006

378.1'662—dc22

2005027520

Printed in the United States of America

9 8 7 6 5 4 3 2 1

ISBN 1-57685-532-5

For more information or to place an order, contact LearningExpress at:

55 Broadway

8th Floor

New York, NY 10006

Or visit us at:

www.learntest.com

About the Author



Lauren Starkey is a writer and editor who specializes in educational and reference works. Her thirteen years of experience include eight years on the editorial staff of the *Oxford English Dictionary*. The author of more than ten volumes, Lauren lives in Essex, Vermont, with her husband and three children.

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CHAPTER

1



Getting to Know the Writing Section of the New SAT

For over 80 years, high school juniors and seniors have faced the SAT on their paths to college. During that time, the test has undergone some changes. However, the new SAT, offered for the first time in March 2005, represents the most significant change in the history of the test. What does that mean for the more than two million students who take the test each year? They'll miss more of the Saturday on which they take it: The old SAT was three hours long, and the new one is almost four. Instead of two sections, the test now includes three, and the top score is 2,400 instead of 1,600. But of even greater importance are the changes within those sections. Let's look more closely at what today's students will encounter with the new SAT.

► Old versus New

Minor changes have been made to the Math and Verbal sections. Math topics have been expanded to include exponential growth, absolute value, and functional notation. Familiar topics, such as linear functions, manipulations with exponents, and properties of tangent lines, are given greater emphasis. Skills such as estimation and number sense will be tested in new formats. The Verbal section is now known as Critical Reading, and has added short reading passages while eliminating analogies.

The biggest change to the new SAT is the addition of a Writing section; however, all of the material in this section isn't entirely new. The Writing section has three parts; the first two are multiple choice, and the last is essay writing. You'll have 35 minutes to complete the multiple-choice section, which is broken down into 25- and 10-minute parts. It contains the same structure and content as the "old" SAT II Writing Test (which was optional,

and has now been eliminated), and includes 49 questions designed to measure your knowledge of basic grammar and usage rules as well as general writing and revising strategies. The questions consist of three types: identifying sentence errors, improving sentences, and improving paragraphs. Preceding the multiple-choice section is the essay, for which you are given a prompt to which you have 25 minutes to respond. Here's an overview of each section:

- **Essay.** The essay will always be the first section on the SAT. You'll get a prompt, which will either be one quote, two quotes, or a sentence that you must complete. Then, there is an assignment that explains what you need to do. You might have to agree or disagree with a quote, develop your point of view about an issue related to a quote, or explain the choice you made in the sentence completion.
- **Identifying Sentence Errors.** In each question is one sentence with four words or phrases underlined. You need to determine which underlined portion, if any, contains an error.
- **Improving Sentences.** Each question contains five versions of a sentence—you choose the one that is most clear and correct.
- **Improving Paragraphs.** Only about 10% of the questions in the writing section are this type, which is good news. They are the most time-consuming, with five or six questions relating to a passage of about 200 words. The questions can involve organization of paragraphs, sentence order, word choice, and grammar issues.

Coachability

The SAT, including the new Writing section, is often referred to as a coachable test. That means you can improve performance through study and practice, whether with this book, software, or a course. In fact, many companies in the test-preparation business tout a hundred- or more point gain for their students. Dili-

gent preparation or coaching is a combination of three critical components:

1. studying the material that will be presented
2. studying the test itself
3. practicing by taking mock tests

For most students, working through the second and third components makes the most difference on test scores. You've already learned the math, grammar, and critical reading skills that are tested on the SAT. While you might need a refresher on some of those skills, what's even more important is understanding the test itself. In this book, we'll review misplaced modifiers, but we'll also reveal how they're used on the test, and how you can spot them more easily. When you are very familiar with the test's format through study and practice, your performance will improve.

► Strategies for Test Taking

One of the factors cited in the coachability argument is the fact that there are methods of approaching the SAT that work much better than others. For example, when you know that it only makes sense to guess when you can eliminate one or more multiple-choice answers, you are much more likely to get a better score. Likewise, be aware that there are easy questions, which come first, and harder questions, which appear at the end of the test. It makes sense to answer the easiest first because the computer scoring your test does not discriminate—each right answer, whether to a difficult or simple question, counts for just one point. Your objective is to get as many right as possible within the allotted time. Hard questions may take a couple of minutes to think through, while during the same time, you could have answered three easier questions.

Determining the Level of Difficulty

How do the writers of the SAT determine the level of difficulty of each question? Before the question is included in the actual test, it's put into an experimental or "equating" section. If you haven't heard about this section before, here's the scoop: Every test contains one of these sections, and it doesn't count toward your score. However, since there's no way to know which section it is, apply yourself equally to all of the material on the test; don't waste time trying to identify the experimental one.

Once an experimental test section has been given, the Educational Testing Service (ETS) looks at the results. If most test takers get a question right, it's determined to be easy, and if most get it wrong, it's hard. The questions in each section, then, are organized from easiest to hardest. If there are fifteen sentence errors questions, five will be easy, five will be average, and five will be hard.

More specific strategies for each section will be given in Chapters 2 and 3, but here are a few more general pointers:

Study the directions before taking the test.

Following the directions *exactly* is critical. Why spend valuable time during the test poring over them? The College Board, which administers the SAT, reveals the directions word-for-word on their website (www.collegeboard.com). Study and understand them ahead of time, and you'll have more time to spend answering questions and scoring points.

Skip questions you don't know how to answer.

You can leave questions blank and still get a good score. It doesn't make sense to spend a lot of time on a really difficult question if you can skip to others that could be easier for you. If you have extra time, you can go back to the tough ones and try again.

Read carefully.

Moving too fast can hurt your score. Multiple-choice questions, especially the last few, can be subtle. If you miss a word, or otherwise read the question incorrectly, you'll probably get it wrong. Essays that don't directly address the topic get a zero (the lowest score) no matter how well written they are.

Use your test booklet.

During the test, your booklet may be used to flag questions you've skipped (you may have time to get back to them), underline or circle key words in a question, and/or eliminate choices you know are wrong. Go ahead and mark up your booklet—once you're done with it, it's headed to a paper shredder.

Be aware of the time.

When time is called, you must put down your pencil and close your book. Keep track so you aren't caught off guard; taking practice tests with a timer will help you familiarize yourself with the number of questions and their difficulty in relation to the clock. Remember that if you finish a section early, you can go back and try those you skipped, or check your answers (only in that section).

Snacking on Test Day

The new SAT is 30 minutes longer than its previous incarnation, so the breakfast you ate before taking the test won't give you enough energy to get through it. It's a great idea to bring foods that give you long-lasting energy rather than sugary snacks that temporarily elevate your blood sugar. Think nuts, dried fruits, and cheese (not strong-smelling), as well as bottled water, to improve stamina and concentration.

Come prepared.

Bring with you:

- your admission ticket
- sharp, number two pencils (at least two)
- a good eraser
- identification with photo (such as a driver's license, a school- or government-issued ID card, or a valid passport)
- a watch (if it has an alarm, turn it off)
- snacks, including water: These must be in sealed containers within a book bag and can only be consumed out of the testing room during breaks.

Leave at home:

- blank paper, notes, books, and dictionaries
- highlighters, pens, and colored pencils
- portable listening or recording devices
- cell phones and pagers

► Scoring

The Writing section is scored in two ways: Multiple-choice questions are scored by a machine, and the essay is scored by two graders. The machine simply reads the marks you made with your number two pencil. It gives you one point for every correct answer, deducts a quarter of a point for every incorrect answer, and gives you zero points for questions left blank.

Should You Guess?

Every multiple-choice question has five possible answers, meaning that if you have no idea which is correct, a guess will give you a 20% chance of getting it right. But if you guess wrong, you'll lose one-quarter of a point. In other words, for every five questions you answer with random guessing, you'll probably get one right. But you'll lose a point for the four you got wrong. That means random guessing is a waste of time. If you can't eliminate even one answer, skip the question.

But what if you can eliminate one or more answer choices? If you are positive one answer is wrong, you now have a 25% chance of getting it right, up from 20% if you couldn't eliminate any answers. That means for every four questions you answer this way, one will be right. Subtract the three-quarters of a point you lose for the three wrong answers, and you are ahead a quarter of a point. If you can positively eliminate two answers, and are guessing between the remaining three, you'll be ahead even more. Therefore, if you can narrow down the answers by even just one, it makes sense to guess.

Address the Topic

It can't be stressed enough how important it is to clearly address the topic. You can write an incredible essay filled with unique insights, mature diction, and outstanding organization and development. But if it doesn't address the topic, it will receive a zero.

The Essay

Scorers of the essay are high school and college teachers who use a scale of 1–6; their two scores are combined to reach an essay score of 2–12. (Note, however, that an essay written off-topic, no matter how good, will receive a zero.) If the two scores vary by more than a point, a third reader scores it.

Essay scorers are trained to use a holistic approach, meaning they consider the essay as a whole, rather than word-by-word. Big issues, such as organization and structure, count more than little ones, such as an errant spelling mistake or extraneous comma. That means essays receiving a twelve may have a couple of mechanics errors.

Specifically, scorers look for three things:

1. development of a point of view in response to the topic
2. strong supporting examples and details
3. skillful use of language

Don't get put off by the third requirement. Scorers know you have just 25 minutes to write your essay, so they don't expect perfect grammar and punctuation (although it certainly won't hurt!). They will look for word choices that reflect a strong vocabulary (avoid clichés and slang), variety in sentence structure, and logical development of ideas. We'll go into greater detail about essay specifics in Chapter 3.

► SAT Study Timetable

Whether you're reading this book six weeks or six months before you take the SAT, the steps in your timetable remain the same.

Now

Take a practice test, such as the one in Chapter 4. Score your test and analyze the results. For each incorrect response, ask yourself:

- Was there something you needed to know that you didn't know? Make a list of the topics you need to review and devote extra time to studying them.
- Did you misunderstand the question? What about the question confused or tricked you?
- Did you make a careless mistake? Careless mistakes include transference errors (marking the wrong oval on the answer sheet) and simple misreading, such as mistaking one word for another.

When you've finished your analysis, use it to make a list of your strengths and weakness. You'll see which specific skills need reviewing, and which test-taking skills need improving. Then, get out your calendar. How much time can you realistically devote each day and each week to your SAT preparations? Estimate how long you can spend on each of the four question types.

Tomorrow until the Week before Test Day

Use this book in stages as you study. There are four types of questions, including the essay. Plan on essay study and practice to take at least twice as long as one of the multiple-choice-question sections. Schedule the four stages into the time you have remaining, planning to complete study one week before your test date.

It makes sense to study Sentence Errors questions first, followed by Improving Sentences and Improving Paragraphs. Why? The skills you need to tackle Sentence Errors may also be tested in Improving Sentences questions. But Improving Sentences questions will also test for additional skills. Those additional skills, plus the ones you reviewed for Sentence Errors, plus more additional skills, will be tested in Improving Paragraphs. Each type of question, in other words, calls for a deeper understanding of the writing process, from grammar and usage to organization and development of ideas.

Therefore, in Chapter 2, you'll find Identifying Sentence Errors first. You'll review the most common grammar and usage issues these questions test for, and

you'll get a chance to try some practice questions. If you haven't improved since your first practice test, you'll need a more thorough review of the issues that tripped you up. *Goof-Proof Grammar* (LearningExpress, 2002) not only covers grammar, but also usage and punctuation. It's a great resource, because each short section is followed by a quiz that helps you retain what you've learned. Proceed through Chapter 2 in the same manner, one question type at a time.

Before you begin work on the Essay in Chapter 3, take your second practice test. You may choose to leave out the essay until your study of Chapter 3 is complete. Score your test and analyze the results. Create a new list of strengths and weaknesses—you should notice a longer strength list this time!

Use the same techniques for Chapter 3, studying the material presented, and practicing with the Essay Writing Workshop section. There, you'll get to write thesis statements and introductory hooks for a number of prompts, and be able to read and score two complete essays written from the same prompt. Be sure to study the explanations of why each essay received the score it did.

Study Suggestions

Your goal is to retain all of the material you study, and there are many different techniques to help you accomplish it. But some techniques are more effective than others. For example, taking practice tests is helpful **ONLY** if you carefully review your answers and learn why you missed certain questions. The best way to study the material in this book is to get active; instead of being a passive reader, interact with what you read by asking questions, taking notes, marking up passages, and making connections.

- **Ask Questions.** The more difficult the passage you're reading, the more crucial it is that you ask questions such as: What is this passage about? What is the main idea, or topic? What is the author's point of view or purpose in writing this? What is the meaning of this word in this sentence? What does "it" refer to in this sentence? What is its antecedent? Is this sentence part of the main idea, or is it a detail?
- **Take Notes.** Think about and respond to what you're reading. Write the answers to the questions listed above. Record your reactions to the text, such as why you agree or disagree with the author's point of view, or why you like or dislike his or her writing style. If you come across an unfamiliar word, look it up and record the definition (the act of writing it will help you remember it).
- **Mark It Up.** Assuming this book belongs to you, highlight and underline when you read. When you see a main idea, mark it. If there's an unfamiliar word or a word used in an unfamiliar context, mark it. The trick, though, is to be selective. If you're marking too much of the passage, you need to practice finding where the author states his or her main idea.
- **Make Connections.** Relate new material to what you already know. For example, if you're trying to learn the word *demographic*, you may know that *dem*-ocracy refers to government by the *people*, while *graphic* refers to *information*, written or drawn. Then, you can remember that *demographic* has to do with *information* about *people*.

Making connections is one of the things that differentiates *remembering* from *memorizing*. In the short run, it may seem easier to just memorize a word or a fact; but unless you understand what you're learning—unless you have connected it to what you already know—you're likely to forget it again. Then, you will have wasted your study time and not improved your test score.

One Week before the Test

Saturday morning, one week before you take the SAT, is a good time for your final practice test. Then, use your next few days to wrap up any loose ends. Reread your notes on test-taking tips and techniques. If you made vocabulary flash cards, look at a few each day. Log onto www.collegeboard.com and reread the official directions for each part of each section. They should be very familiar to you at this point.

During the week, locate your test admission ticket and put it with your personal identification. Make sure you know where you're taking the test. If it's an unfamiliar place, drive there so you will know how much time you'll need to arrive punctually, park, and walk from parking to the building where you will take the SAT. This "trial run" will help you avoid a last minute rush to the test, which would only increase anxiety.

The Day Before

It's the day before the SAT. Here are some dos and don'ts:

DO:

- relax!
- find something amusing to do the night before—watch a good movie, have dinner with a friend, read a good book.
- get some light exercise.
- get together everything you need for the test: admission ticket, ID, number two pencils, watch, bottle of water, and snacks (see the box on page 4 for some guidelines).
- go to bed early. Get a good night's sleep.

DON'T:

- study; you've prepared, now relax.
- party; keep it low key.
- eat anything unusual or adventurous—save it!
- try any unusual or adventurous activity—save it!
- allow yourself to get into an emotional exchange with anyone; postpone any such discussion so you can focus on the exam.

Test Day

On the day of the test, get up early enough to allow yourself extra time to get ready. Set your alarm and have a back-up system in case it doesn't go off. Ask a family member or friend to make sure you are up. Eat a light, healthy breakfast, even if you usually don't eat in the morning. If you normally have coffee, don't overdo it. Too much caffeine can interfere with concentration.

Give yourself plenty of time to get to the test site and avoid a last-minute rush. Plan to get to the test room ten to fifteen minutes early. Once the exam begins, keep an eye on the time.

Remember not to spend too long on questions you don't understand. Mark them (in your test booklet, not your answer sheet) so you can come back if there's time. Check periodically (every five to ten ques-

tions) to make sure you are transposing correctly. Look at the question number, and then check your answer sheet to see that you are marking the oval by that question number.

If you find yourself getting anxious during the test, remember to breathe. You have worked hard to prepare for this day. You are ready.

► Commit to Memory

These are the most important points to remember from Chapter 1:

- The new SAT has three sections instead of two; the top score is 2,400 rather than 1,600.
- The test is now three hours and 45 minutes long.
- The Writing section is new; it's comprised of the essay (25 minutes) and two multiple-choice groups (25 and 10 minutes).
- Multiple-choice questions are: Identifying Sentence Errors, Improving Sentences, and Improving Paragraphs.
- The SAT is a coachable test, meaning study and practice can improve your score.
- Multiple-choice questions are presented in order of difficulty, with the easiest questions first.
- Do all of the easiest Identifying Sentence Errors and Improving Sentences questions first. Then, complete the harder questions of those types. Finally, tackle the Improving Paragraphs questions.
- Study the directions for each question type; you'll save many minutes during test time if you don't have to read them (official directions are at www.collegeboard.com).
- If you can't eliminate at least one answer choice, skip the question.
- If you can eliminate one or more answer choices, guess.

- Use your test booklet: Mark off answer choices you know are wrong, circle questions you've skipped in case there's time to come back to them, and take notes for your essay.
- You're not expected to turn in a final draft essay; aim for a "polished rough draft."
- Graders give your writing a total score of 2–12 based on a holistic reading that takes into account development of a point of view in response to the topic, supporting examples and details, and use of language.
- Take a practice test before you begin studying to identify strengths and weaknesses.
- Create a study schedule, and use this book to work through each type of question.
- Ease up on studying the week before the test.

CHAPTER

2



The Multiple-Choice Section

As with the SAT as a whole, most of the questions in the Writing section are multiple choice. That means for each question, the correct answer is provided for you—but so are four incorrect ones. The ETS is masterful at creating tricky distracters—wrong answers designed to look like possible correct answers. It's your job to weed out the wrong answers and select the right one. While there are specific strategies for finding the right answer for each type of multiple-choice question, there are some basic rules that work for all of them:

- **Read the question carefully.** Be sure you know exactly what is being asked. In particular, look for tricky wording such as, “All of the following are true about the author’s purpose EXCEPT.” Train yourself to notice any word in the question that is in all capital letters. Such a word will often completely change the meaning of the question.
- **Rule out incorrect answers.** You may only be able to eliminate one or two incorrect answers, but every elimination increases the probability that you will choose the correct answer. Mark up your test booklet, putting a line through each answer as it is eliminated to avoid confusion.

- **Remember the rule for guessing.** If you can't eliminate one answer, skip it. If you can eliminate one or more, guess, and move on.
- **Beware of distracter techniques.** While distracters, or traps designed to lure you away from the right answer, are more prevalent in the Critical Reading and Math sections of the SAT, they do appear in a more subtle form in the Writing section. You won't find those absolute words, such as *always*, *never*, *all*, and *none*. But you will encounter, especially with more difficult questions, answers that at first glance appear correct. For the easier questions, the answer probably is right, but for the difficult ones, think twice. We'll get more specific about distracters as we explore each type of multiple-choice question in depth.

These are the three types of multiple-choice questions you'll encounter in the Writing section:

■ Identifying Sentence Errors

Each sentence has four underlined words or phrases, and a fifth choice, "no error." You need to determine which underlined portion, if any, contains an error in grammar or usage. If the sentence is correct, you will choose answer **e**, "no error." Approximately 25% of the multiple-choice writing questions are this type.

■ Improving Sentences

You'll be given five versions of a sentence, and have to choose the one that is most clear and correct. Approximately 65% of the questions in the Writing section are Improving Sentences.

■ Improving Paragraphs

These questions concern a passage of approximately 200 words. They ask about how to improve the passage on many levels, from large-scale organizational issues to word choice and grammar. Approximately 10% of the questions are this type.

► Identifying Sentence Errors

These multiple-choice questions are designed to test your knowledge of grammar and usage. Let's take a closer look at how they are structured, the types of errors you're most likely to encounter, and how best to approach Identifying Sentence Errors. At the end of this section, we've included ten practice questions (answers are at the end of the chapter).

Question Structure

Each sentence has four possible errors, underlined and marked **a–d**. There is also a choice **e** for "no error." No sentence contains more than one error. It is your task to find the error, or choose **e** if the sentence is correct. You are not asked to identify, explain, or correct it. All you must do is locate it.

Here's a sample:

Those old Atari video games in your closet are on the
a
 wish list of the Computer Museum of America, in
San Diego, California, and they hope you will donate
b **c**
 it to their holdings. No error.
d **e**

What's wrong? The plural verb *are* is correct; it expresses the action of the plural noun *games*. There's also nothing wrong with *San Diego, California* and *holdings*. The plural pronoun *they*, however, is incorrect. It replaces the noun *Computer Museum of America*, which is singular.

Errors You're Likely to See

There are many possible grammar and usage errors, and of course, *every* type is fair game. However, most of the questions will contain just a handful of common errors. In this section, we'll review the eight you're most likely to encounter. When you know what to look for, you'll find sentence errors more easily.

Grammar and Usage

The grammar and usage issues you'll most often encounter are:

- agreement
- consistency
- parallel structure
- verb form
- pronoun case
- idiom
- word choice
- adjectives and adverbs

We began this chapter with Identifying Sentence Errors for one important reason: Many of the grammar and usage issues prevalent in these questions will also come up in Improving Sentences and Improving Paragraphs questions. If the review that follows isn't enough for you to fully understand each possible error, study those you still find confusing at greater length with a grammar book such as *Goof-Proof Grammar* (LearningExpress, 2002).

Agreement

Expect at least one of your Improving Sentence Errors questions to be about *agreement*, meaning the balance of sentence elements such as subjects and verbs and pronouns and antecedents. (Recall that an **antecedent** is the noun that a pronoun replaces.) To agree, singular subjects require singular verbs, and plural subjects require plural verbs. Likewise, singular nouns can be replaced only by singular pronouns, and plural nouns require plural pronouns.

To make this type of question tricky, you'll often find a "filler" phrase between the subject and verb or noun and pronoun. The intention is to distract you; the more space between the subject and verb or noun and pronoun, the more difficult it can be to determine agreement.

Here's an example:

"Eat, drink, and be merry," is a label associated with
a b
Greek philosopher Epicurus, but like most catchy
slogans, they simplify what is actually a rich and
c d
complex message. No error.
e

Notice how the phrase *like most catchy slogans* can mislead you. If you assume *slogans* is the subject, then the pronoun *they* and the verb *simplify* seem correct—they agree with the plural subject. But subjects are never in prepositional phrases, so *slogans* can't be the subject of the verb *simplify*. Look again at the sentence. What is simplifying? Not the *slogans*, but the *label* "Eat, drink, and be merry"—a singular noun. Thus, the pronoun must be *it* and the verb must be *simplifies* to agree with the subject, so choice **c** contains the error and is therefore the correct answer.

Verb Form

Verbs are the “meat” of a sentence—they express what the subject is doing, thinking, or feeling. Correct verb form is essential to sentence clarity, and you can expect to find at least one question with a verb form issue. Here are some of the common verb errors found on the SAT.

- **Incorrectly conjugated irregular verbs.** About 150 English verbs are *irregular*; that is, they do not follow the standard rules for changing tense.

We can divide these irregular verbs into three categories:

irregular verbs with the same *past* and *past participle* forms

irregular verbs with three distinct forms

irregular verbs with the same *present* and *past participle* forms

The following table lists the most common irregular verbs.

PRESENT	PAST	PAST PARTICIPLE
SAME PAST AND PAST PARTICIPLE FORMS:		
bite	bit	bit
dig	dug	dug
bleed	bled	bled
hear	heard	heard
hold	held	held
light	lit	lit
meet	met	met
pay	paid	paid
say	said	said
sell	sold	sold
tell	told	told
shine	shone	shone
shoot	shot	shot
sit	sat	sat
spin	spun	spun
spit	spat	spat
swear	swore	swore
tear	tore	tore
creep	crept	crept

THE MULTIPLE-CHOICE SECTION

PRESENT	PAST	PAST PARTICIPLE
deal	dealt	dealt
keep	kept	kept
kneel	knelt	knelt
leave	left	left
mean	meant	meant
send	sent	sent
sleep	slept	slept
spend	spent	spent
bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought
feed	fed	fed
flee	fled	fled
find	found	found
grind	ground	ground
THREE DISTINCT FORMS:		
begin	began	begun
ring	rang	rung
sing	sang	sung
spring	sprang	sprung
swim	swam	swum
do	did	done
go	went	gone
am	was	been
is	was	been

THE MULTIPLE-CHOICE SECTION

PRESENT	PAST	PAST PARTICIPLE
see	saw	seen
drink	drank	drunk
shrink	shrank	shrunk
sink	sank	sunk
stink	stank	stunk
swear	swore	sworn
tear	tore	torn
wear	wore	worn
blow	blew	blown
draw	drew	drawn
fly	flew	flown
grow	grew	grown
know	knew	known
throw	threw	thrown
drive	drove	driven
strive	strove	striven
choose	chose	chosen
rise	rose	risen
break	broke	broken
speak	spoke	spoken
fall	fell	fallen
shake	shook	shaken
take	took	taken
forget	forgot	forgotten
get	got	gotten
give	gave	given
forgive	forgave	forgiven
forsake	forsook	forsaken

THE MULTIPLE-CHOICE SECTION

PRESENT	PAST	PAST PARTICIPLE
hide	hid	hidden
ride	rode	ridden
write	wrote	written
freeze	froze	frozen
steal	stole	stolen
SAME PRESENT AND PAST PARTICIPLE FORMS:		
come	came	come
overcome	overcame	overcome
run	ran	run

In English, as in many other languages, the essential verb *to be* is highly irregular:

SUBJECT	PRESENT	PAST	PAST PARTICIPLE
I	am	was	have been
you	are	were	have been
he, she, it	is	was	has been
we	are	were	have been
they	are	were	have been

Here's an example of an irregular verb question:

Eliza laid down on her bed to rest while the rest of
 a b c
 her family enjoyed the appetizing meal prepared by
 d
 her grandmother. No error.
 e

Lay and *lie* are commonly confused. *To lay* means to place something down, and *to lie* means to recline. Obviously in this sentence, the latter verb is required; however, to make things even more confusing, the correct past tense form of *to lie* is *lay*.

- **Incorrect tense.** If there's an error in tense, the sentence will provide enough context for you to determine the tense the verb(s) should be in. For example:

From 1947 to 1956, thousands of scrolls and fragments of ancient manuscripts has been found in caves on the shore of the Dead Sea, including early copies of biblical books in Hebrew and Aramaic.

a
b c
d

No error.

e

Has been is the present perfect form of the verb *is*. However, the first phrase, *From 1947 to 1956*, tells us that the action took place in the past. This sentence requires the simple past tense, *were*.

- **Missing subjunctive.** Most verbs are in the indicative mood, meaning that they simply *indicate* an action, thought, or feeling. The subjunctive mood is used to express something that is wished for or that is untrue. It is formed with the past tense or past perfect tense (using the helping verb *were*). But we often forget to use it, both in speech and in writing. When a sentence starts with *if*, *I wish*, or *It would have been*, it's probably in the subjunctive mood.

It would have been nice if you brought more money with you because these tickets are very expensive.

a b
c d

No error.

e

The clause *it would have been* tells us that the money isn't there, it's just wished for, so the verb needs to be subjunctive: if you *had* brought.

Pronoun Case

Personal pronouns have two main forms: the subjective and objective cases. This simply means that we use one form when the pronoun is acting as a subject and another form when the pronoun is acting as an object. Expect to see a couple of sentence errors involving confusion of subjective and objective cases.

PERSONAL PRONOUNS	
SUBJECTIVE CASE	OBJECTIVE CASE
I	me
you	you
he, she, it	him, her, it
we	us
they	them
who	whom

Here's an example that uses a distracter:

The difference between you and me is that you get your best work done in the morning while I perform better in the evening. No error.

a b
c
d e

You and me is not the subject of the sentence (*difference* is), but rather the object of the preposition *between*. Even if it might sound wrong, *me*, the objective form of *I*, is correct.

Another common sentence error involves a pronoun following the word *than*. Because the *than* + (*pro*)*noun* construction requires a verb (even if that verb is not articulated), you must use the subjective form of the pronoun: I am taller *than he [is]*.

You'll probably find at least one multiple-choice question that tests your ability to differentiate between *who* and *whom*. *Who* is the subjective form, and *whom* is the objective. If you're unclear about which to use, substitute the words *he* and *him* for *who* or *whom*. If *he* is correct, you need *who* (both subjective case) and if *him* is correct, you need *whom* (both objective case).

Here's an example:

The physical and psychological unrest of the working

a

class was explored often in the plays of Arthur Miller,

b

for who the subject of the American Dream, and its

c

achievability for ordinary Americans, never got stale.

d

No error.

e

Who is the object of the preposition *for*, but it is in the subjective case. Correct it by changing it to the objective form *whom*. If you were unclear about whether this was the error, you could have recast the sentence to try *he* or *him* in place of *who*:

The subject of the American Dream never got stale for (*he/him*).

Obviously, *him* is correct.

Idiom

Idioms are expressions peculiar to a particular language, whose meanings cannot be discerned by defining them word for word. What downward movement, for example, happens when one "falls in love"? On what is one perched on when "sitting pretty"? There are thousands of English idioms, most of which are very familiar to you, even though you may not have known they were idioms. The two most common errors you're likely to encounter are those involving **prepositional pairs** (e.g., take care *of*, according *to*) and the use of **infinitives** and **gerunds** (e.g., want *to meet*, practice *swimming*).

Since idioms are typically learned through conversation, you'll probably be able to *hear* idiom errors in the Identifying Sentence Errors multiple-choice questions. Listen carefully to each sentence as you read it, and identify the error.

1. This year's model is different than last year's.
2. She has difficulty in the Advanced Placement History class.
3. The color choices are typical for that artist.

These errors should have sounded wrong to you: (1) *different than* should be *different from*, (2) *difficulty in* should be *difficulty with*, (3) *typical for* should be *typical of*. If the subject of prepositions is confusing, you'll need to do some memorizing. Idioms are idiosyncratic—there are no easy rules for remembering them! Following is a list of idiomatic preposition uses that often appear on the SAT.

agree *on* an amendment
 agree *to do* something
 agree *with* someone
 argue *about* or *for* a proposal
 argue *with* a person
 apologize *for* an error
 approve *of* a change
 bored *with* small talk
 compare *to* (when you are showing the likes of two things or putting them in same category)
 compare *with* (when highlighting similarities or differences)
 concerned *about* or *with* an issue
 contrast *with* (when noting differences)
 correspond *to* or *with* something (meaning to relate)

correspond *with* a person (meaning to communicate)
 differ *from* something
 independent *of* someone or something
 interested *in* a subject
 interfere *in* someone's business
 interfere *with* an activity
 similar *to* something
 stand *by* or *with* someone
 stand *for* a cause
 stand *on* an issue
 succeed *in* an endeavor
 wait *at* a place
 wait *by* the phone
 wait *for* someone
 wait *in* the snowstorm
 wait *on* a customer
 work *with* me

The other type of idiom error you're likely to see is the improper use of infinitives (*to* + verb: *to water*) and gerunds (verb + *ing*: *watering*). Some verbs must take one or the other, and a small handful take both. Your ear will probably hear this type of error. Listen for the non-idiomatic usages in the following sentences:

1. I spend two hours each day practicing to swim.
2. We had fun pretending being rock stars.
3. My father resents to be asked for money all the time.

Here are the errors you should have heard: (1) *practicing to swim* should be *practicing swimming*, (2) *pretending being* should be *pretending to be*, and (3) *resents to be* should be *resents being*. As with prepositions, if you're confused about when to use gerunds and infinitives, you'll need to do some memorizing.

VERBS THAT TAKE INFINITIVES	VERBS THAT TAKE GERUNDS	VERBS THAT TAKE EITHER INFINITIVES OR GERUNDS
afford	admit	attempt
agree	adore	begin
aim	appreciate	bother
ask	avoid	cannot bear
appear	consider	cannot stand

THE MULTIPLE-CHOICE SECTION

VERBS THAT TAKE INFINITIVES	VERBS THAT TAKE GERUNDS	VERBS THAT TAKE EITHER INFINITIVES OR GERUNDS
be determined	deny	cease
beg	detest	continue
care	discuss	hate
claim	dislike	hesitate
decide	enjoy	intend
expect	escape	like
have	finish	love
hope	imagine	prefer
learn	keep	start
manage	mind	
mean	miss	
need	postpone	
offer	practice	
plan	put off	
pretend	quit	
promise	recall	
refuse	recollect	
say	resent	
tend	resist	
try	risk	
wait	suggest	
want	tolerate	
wish	understand	

Word Choice

Many students breathed a sigh of relief when the College Board announced that it was dropping Analogy questions from the SAT. These questions appraised vocabulary, and were thought to be among the hardest on the test. However, they've been replaced by a handful of Identifying Sentence Errors questions involving word choice. Here's where you'll need to show you know the difference between *affect* and *effect*, *whether* or *weather*, and *fewer* and *less*.

There are two categories of words that are most problematic: **confused words** (homonyms that sound the same but have different meanings and spellings) and **misused words** (pairs so often used incorrectly the errors sound acceptable to most people). Read through the lists of some of the most frequently tested words, noting any you're not sure of.

CONFUSED WORDS	
WORD	DEFINITION
a lot (noun)	many
allot (verb)	to give or share in arbitrary amounts
accept (verb)	to recognize
except (prep.)	excluding
access (noun, verb)	means of approaching; to approach
excess (noun, adj.)	extra
addition (noun)	increase
edition (noun)	an issue of a book or newspaper
advice (noun)	a recommended opinion
advise (verb)	to give advice; inform
affect (verb)	to influence
effect (noun)	result
effect (verb)	to bring about
all ready (adj.)	completely prepared
already (adv.)	by or before a specified or implied time
all together (adj.)	in a group; in unison
altogether (adv.)	completely or thoroughly

THE MULTIPLE-CHOICE SECTION

CONFUSED WORDS	
WORD	DEFINITION
allude (verb)	to refer to something not specifically mentioned
elude (verb)	to escape notice or detection
ascent (noun)	the act of climbing or rising
assent (verb)	to agree or accept a proposal or opinion
assure (verb)	to make certain (assure someone)
ensure (verb)	to make certain
insure (verb)	to secure from harm; to secure life or property in case of loss
beside (adj.)	next to
besides (adv.)	in addition to
bibliography (noun)	list of writings
biography (noun)	a life story
capital (noun)	money invested; a town or city where the government sits
capitol (noun)	a government building
choose (verb)	to select
chose (verb)	the past tense of <i>choose</i>
cite (verb)	to acknowledge; to quote as a reference
sight (noun)	the ability to see; vision
site (noun)	a place or location
complement (noun)	match
compliment (noun, verb)	praise; to give praise
consul (noun)	an official appointed by the government to live in a foreign city and attend to the interests of the official's country
council (noun)	a group of people called together to provide advice
counsel (noun, verb)	advice; to give advice
continual (adj.)	taking place in close succession
continuous (adj.)	without break or let up

CONFUSED WORDS	
WORD	DEFINITION
cooperation (noun)	assistance; help
corporation (noun)	type of business organization
decent (adj.)	well mannered
descent (noun)	decline; fall
dissent (noun)	disagreement
desert (noun)	arid, sandy region
dessert (noun)	sweet served after a meal
disburse (verb)	to pay
disperse (verb)	to spread out
disinterested (adj.)	impartial; no strong opinion either way
uninterested (adj.)	don't care
elicit (verb)	to stir up
illicit (adj.)	illegal
envelop (verb)	to surround; to cover completely
envelope (noun)	flat paper container for letters or other documents
farther (adv.)	beyond
further (adj.)	additional
flack (noun, verb)	press agent (noun); to act as a press agent (verb)
flak (noun)	criticism
forth (adv.)	forward; onward
fourth (adj.)	next in number after the third
hear (verb)	to perceive by the ear
here (adv.)	in this or at this place
hoard (verb)	to collect and keep
horde (noun)	a huge crowd
imply (verb)	to hint or suggest
infer (verb)	to assume; to deduce

CONFUSED WORDS	
WORD	DEFINITION
loose (adj.)	not restrained; not fastened
lose (verb)	to fail to win; to be deprived of
loath (adj.)	reluctant
loathe (verb)	to feel hatred for
medal (noun)	a badge of honor
meddle (verb)	to interfere
metal (noun)	a mineral substance
passed (verb)	the past tense of <i>past</i>
past (adj.)	finished; gone by
personal (adj.)	individual
personnel (noun)	employees
principal (adj.)	main
principal (noun)	person in charge
principle (noun)	standard
quiet (adj.)	still; calm
quit (verb)	to stop; to discontinue
quite (adv.)	very; fairly; positively
stationary (adj.)	not moving
stationery (noun)	writing paper
taught (verb)	the past tense of <i>teach</i>
taut (adj.)	tight
than (conj., prep.)	in contrast to
then (adv.)	next
their (pronoun)	belonging to them
there (adv.)	in a place
they're	contraction for <i>they are</i>

THE MULTIPLE-CHOICE SECTION

CONFUSED WORDS	
WORD	DEFINITION
to (prep.)	in the direction of
too (adv.)	also; excessively
two (adj.)	the number after <i>one</i>
weather (noun, verb)	atmospheric conditions; to last or ride out
whether (conj.)	if it be the case; in either case
who (pronoun)	substitute for <i>he, she, or they</i>
whom (pronoun)	substitute for <i>him, her, or them</i>
your (pronoun)	belonging to you
you're	contraction for <i>you are</i>

MISUSED WORDS	
WORD	WHEN TO USE IT
allude	used when a reference is made indirectly or covertly
refer	used when something is named or otherwise mentioned directly
amount	used when you cannot count the items to which you are referring, and when referring to singular nouns
number	used when you can count the items to which you are referring, and when referring to plural nouns
anxious	nervous
eager	enthusiastic, or looking forward to something
among	used when comparing or referring to three or more people or things
between	used for two people or things
bring	moving something toward the speaker
take	moving something away from the speaker Hint: Remember, you bring <i>to</i> , and you take <i>away</i> .
can	used to state ability
may	used to state permission

MISUSED WORDS	
WORD	WHEN TO USE IT
each other	when referring to two people or things
one another	referring to three or more people or things
e.g.	an abbreviation for the Latin <i>exempli gratia</i> , meaning <i>free example</i> or <i>for example</i>
i.e.	an abbreviation for the Latin <i>id est</i> , meaning <i>it is</i> or <i>that is</i>
feel bad	used when talking about physical ailments
feel badly	used when talking about emotional distress
fewer	when you can count the items
less	when you cannot count the items
good	an adjective, which describes a person, place, or thing
well	an adverb, which describes an action or verb
its	belonging to <i>it</i>
it's	contraction of <i>it is</i> Hint: Unlike most possessives, <i>it</i> doesn't have an apostrophe.
lay	the action of placing or putting an item somewhere; a transitive verb, meaning something you do <i>to</i> something else
lie	to recline or be placed (a lack of action); an intransitive verb, meaning it does not act on anything or anyone else
more	used to compare one thing to another Hint: One of the two can be a collective noun, such as <i>the ballplayers</i> or <i>the Americans</i> .
most	used to compare one thing to more than one other thing
supposably	capable of being supposed
supposedly	believed to be the case
that	a pronoun that introduces a restrictive (or essential) clause
which	a pronoun that introduces a non-restrictive (or unessential) clause Hint: Imagine a parenthetical <i>by the way</i> following the word <i>which</i> . "The book, which (by the way) Joanne prefers, is her first novel," is incorrect. Therefore, it should read, "The book that Joanne prefers is her first novel." "Lou's pants, which (by the way) are black, are made of leather," is correct.

Here are some examples of word choice errors from the practice tests:

1. Many people believe that the end justifies the

means, so weather their intentions are good or

a b c

bad is irrelevant—the result is the only thing

that matters. No error.

d e

2. If you're bothered by pesky telemarketers

a b

constantly interrupting you, register with the

c

National Do No Call Registry to add you're home

d

and/or cell phone number to their list. No error.

e

3. Former actor John Robert Powers has had a

huge affect on our culture; after opening the

a b

modeling agency in 1923, he began the first

practice of selling everything from magazines

c

to food items to vacation destinations with

d

the help of beautiful people. No error.

e

Did you spot the errors? In sentence 1, *weather* is used incorrectly. It is a noun referring to atmospheric conditions, and should be replaced by the conjunction *whether*. In sentence 2, *you're*, a contraction of the words *you are*, should be replaced by the possessive pronoun *your*. In sentence 3, *affect* and *effect* are confused. *Affect* is a verb meaning “to influence.” The correct word is *effect*, a noun referring to result of the influence.

Adjectives and Adverbs

Because adjectives and adverbs serve similar functions—they both modify or describe—they are often confused and therefore make good candidates for SAT questions. Remember that adjectives modify nouns or pronouns while adverbs modify verbs, adjectives, and other adverbs. Let's look at a simple sentence:

The dog barked.

We can modify or describe the noun *dog* by adding an adjective such as *brown*, *skinny*, or *annoying*. We can also describe the action of the dog, the past tense verb *barked*, by adding an adverb. *Loudly*, *softly*, and *incessantly* would all work. Notice that all three adverbs end in *-ly*; it's the most common ending for these modifiers.

Here are some examples of sentences that confuse adjectives and adverbs:

1. The game Monopoly, originally called

The Landlord's Game, was based on the

a

economic theories of Henry George, who

proposed a single federally tax based on land

b

ownership; he believed this tax would weaken

the ability to form monopolies, encourage

c

equal opportunity, and narrow the gap between

rich and poor. No error.

d e

2. The Italian master Artemisia Gentileschi painted

large-scale historical and religious scenes, which

a

were often violently, in an era when women

b

artists were consigned to portrait painting and

c

imitative poses. No error.

d

e

3. Historians agree that the combat mission was a

a

b

failure because the soldiers were inadequate

c

d

armed. No error.

e

Since you know you're looking for adjective/adverb errors, they should have been easy to find. In the first sentence, the adverb *federally* (note the *-ly* ending) is used to modify the noun *tax*, when the adjective *federal* is required. Sentence 2 also uses an adverb (*violently*) to describe a noun (*scenes*). In sentence 3, the verb *armed* is described using the adjective *inadequate*. Change the adjective to the adverb *inadequately* to correct the error.

Some of the most confusing adjectives and adverbs are included on the list of misused words on page 23. Note the differences between *good* and *well*, *feel bad* and *feel badly*, and *more* and *most*. There's a good chance you'll see them on the test.

Another frequently tested issue with adjectives and adverbs is comparisons. Recall that the comparative form (*-er*) is used to compare two things. The

superlative (*-est*) is for comparisons among three or more things. Whenever you find a sentence that includes a comparison, check to see how many items are being compared. For example:

Of the two cross-country trips I've taken, I liked the one to Santa Fe best.

Best might not jump out at first glance as an error; it doesn't necessarily *sound* wrong. But there are only two things being compared, and that means the comparative *better* is correct.

Strategies for Identifying Sentence Errors

1. Listen to the sentence. If it sounds wrong to you, and the error isn't immediately apparent, think about how you'd fix it. What change would you make to improve it?
2. This question type is presented in order of difficulty. Although each question is worth just one point, the first few will be easier than the last few. If Identifying Sentence Errors appear first in your 25-minute section, don't spend too much time on the difficult ones; it makes more sense to move ahead to the Improving Sentences section, where you'll again encounter the easiest questions first.
3. Don't look for punctuation or spelling mistakes; they're not being tested in these questions.
4. Be wary of difficult questions (those appearing last). They're usually complicated. If an answer seems obvious, it could be a trick.
5. If you've eliminated a choice or two, and still can't answer confidently, guess, and move on.

Tip

About 20%, or one in five, of sentences will be error free. If the sentence looks and sounds right to you, choice e (no error) is probably correct.

Practice Identifying Sentence Errors

Directions: Determine which underlined portion, if any, contains an error in grammar or usage. If the sentence is correct, choose answer e, "No error." Answers appear at the end of this chapter.

1. Sheila knew it was important to do well, so for

a

weeks before the exam, she fretted, worried,

b c

and was feeling anxiety. No error.

d e

2. Since the weather has improved, there are less

a b

people interested in whiling away the hours in

c

the dark of the movie theater. No error.

d e

3. After he got on the train, he realizes the report

a

he needed to work on was still sitting on his desk

b c

back at the office. No error.

d e

4. Only one of the students have finished the book,

a b

and it has been three weeks since it was assigned!

c d

No error.

e

5. Before boarding the cross-town bus, everyone

a b c

must have his or her ticket. No error.

d e

6. Trinny relented and finally gave us the recipe for

a b

that amazing dessert she made last Saturday, and

c

we can't hardly wait to try it. No error.

d e

7. No matter how careful the students handle the

a b c

beakers, every year a few get broken. No error.

d e

8. In contrast to the high-profile company CEO,

a b

the local business owner did not receive an hono-

c

rarium for speaking at the monthly meeting of

d e

the area business leaders' society. No error.

9. After three days of heavy rain, as predicted the

a b

river overflowed its banks, and the water creeped

c d

up to our front door. No error.

e

10. He's doing well following the court hearing that

a b

determined whether he should face any criminal

c d

charges. No error.

e

► Improving Sentences

Improving Sentences questions cover a wide range of issues, including grammar and usage, sentence structure and organization, and logic and style. You'll be given a sentence with a portion underlined, and have to determine whether that portion contains an error. If it does, you must choose the best one of four versions of the sentence. To do so, you must consider not only what is correct but also what is the most clear and effective way to express an idea.

We'll first look at how these questions are structured, then review the writing issues you're most likely to encounter. Before you try your hand at ten Improving Sentences questions, you'll learn the best strategies for approaching them.

Question Structure

In each Improving Sentences question, part or all of the sentence will be underlined. Choice **a** will repeat the original underlined text. Approximately one in five times, choice **a** is the correct answer because the orig-

inal version is the best (the most clear, concise, and correct) version of the sentence. Answer choices **b–e** will offer different versions of the underlined portion of the sentence. Your task is to determine which choice offers the best version of the sentence.

Some choices will correct or improve the original problem, if there is one. Some will continue to make the same mistake and/or introduce new ones. Only *one* choice will be both grammatically correct *and* the most clear and concise way to express the idea.

If it sounds like Improving Sentences questions are a little more complex than Identifying Sentence Errors, you're right. Instead of focusing on individual words or phrases to determine the error, you need to look at larger structural and stylistic issues within the sentence to determine the correct answer. Finding that answer requires two distinct steps: (1) determining what, if anything, is wrong with the underlined portion of the sentence and (2) deciding which answer choice fixes that mistake *and* does not introduce a new mistake.

The Top Seven Errors in Improving Sentences

The errors in Improving Sentences cover a wide range of writing issues, including grammar and usage, sentence structure and organization, and logic and style. Fortunately, the ETS likes to focus on a handful of specific mistakes. You can expect to see these seven kinds of errors—some of them many times—on test day:

1. improper coordination or subordination of ideas
2. incorrect sentence boundaries
3. faulty comparisons
4. misplaced modifiers
5. wordiness
6. incorrect use of the passive voice
7. incorrect punctuation

The eight most common errors are covered in the Sentence Errors section!

Errors You're Likely to See

Improper Coordination or Subordination of Ideas

Within sentences, clauses (groups of words containing both a subject and verb) are often connected by **coordination** (two independent ideas) or **subordination** (one idea depends upon the other):

Coordination: We are going to dinner and then we are going to a movie.

Subordination: After we go to dinner, we are going to a movie.

Before we go to a movie, we are going to dinner.

One of the favorite issues in Improving Sentences questions is coordination and subordination, because it tests your ability to see logical relationships between ideas. To tackle these questions, you need to determine how the ideas in the clauses work together. Is one idea in addition to the other? In contrast? Is there a progression in time or sequence? How exactly does one idea relate to the other? Here's an example:

It was snowing, but I wore my boots.

There are two distinct ideas here: (1) It was snowing and (2) I wore my boots. But the relationship between these ideas isn't correctly expressed by the coordinating conjunction *but*, which expresses *contrast*. Instead, it needs a conjunction that shows the second idea is a result of the first:

It was snowing, *so* I wore my boots.

OR

Because it was snowing, I wore my boots.

Here's another example:

Henry tried to read *War and Peace* in the original Russian, and it was too difficult.

What's the relationship between the two ideas? Contrast. *And* expresses addition. Here are three corrected versions:

Henry tried to read *War and Peace* in the original Russian, *but* it was too difficult.

Although Henry tried to read *War and Peace* in the original Russian, it was too difficult.

Henry tried to read *War and Peace* in the original Russian, *however* it was too difficult.

Because the same idea can often be expressed with several different conjunctions, be sure you choose the one that fits the 3C's (correct, clear, and concise). There might be two versions that express the right rela-

tionship, but only one will be correct, clear, and concise. For your review, here are the most common coordinating and subordinating conjunctions:

COORDINATING CONJUNCTIONS

and	for
but	nor
or	so
yet	

SUBORDINATING CONJUNCTIONS

after	rather than
although	since
as	so that
as if	than
as long as	that
as though	though
because	unless
before	until
even if	when
even though	whenever
if	where
if only	whereas
in order that	wherever
now that	while
once	

Incorrect Sentence Boundaries

A complete sentence requires a noun and verb, and expresses a fully developed thought. The two most common mistakes at the sentence level are extremes. **Sentence fragments** stop too quickly; they are phrases that are not whole thoughts. **Run-on sentences** don't stop soon enough; they include two or more complete clauses or sentences.

Sentence fragments are often missing a subject or verb, and may be dependent clauses. They can also be phrases or parts of other sentences. Fragments are punctuated as sentences, so they can sometimes be difficult to identify. Even though they don't express complete thoughts, they can be long and appear to be correct. Here are a few examples:

Because she had to stop studying and go to lacrosse practice.

Cried a lot.

When we finished the game after the sun began setting.

If you suspect a fragment, look for the version (choice **b**, **c**, **d**, or **e**) that expresses a complete thought. This might require adding a subject or a verb, deleting a subordinating conjunction (*because*, *while*), deleting a relative pronoun (*who*, *that*, *which*), or connecting a dependent clause to an independent clause. The fragments above can be corrected as follows:

She had to stop studying and go to lacrosse practice.

Sheu Ling cried a lot.

We finished the game after the sun began setting.

Run-on sentences are made up of two or more independent clauses or complete sentences placed together into one sentence without proper punctuation. For example:

We were hungry and John was tired so we had to stop at the first rest area that we saw.

Kim studied hard for the test that's why he got an A.

Patty took flying lessons every Saturday so she couldn't go to the picnic and she couldn't go to the graduation party either but she has already signed up for another group of flying lessons because she likes it so much.

If you suspect a run-on sentence, determine if there are two independent ideas that can stand alone (just because a sentence is long doesn't mean it's a run-on). Check the answer choices for one of the following fixes for run-on sentences:

1. Separate the clauses with a **period**. *We are here. You are not.*
2. Connect the clauses with a **comma and a coordinating conjunction** (*and*, *or*, *nor*, *for*, *but*, *so*, or *yet*). Make sure the coordinating conjunction expresses the right relationship between the two ideas. *We are here, but you are not.*
3. Connect the clauses with a **semicolon** (and possibly a conjunctive adverb such as *however*, *therefore*, or *otherwise*, making sure it expresses the right relationship between the two ideas). *We are here; you are not.*
4. Make one sentence dependent upon the other by using a **subordinating conjunction** such as *although*, *because*, *since*, or *while*. Again, make sure the subordinating conjunction expresses the right relationship between the two ideas. *Although we are here, you are not.*

The context of the sentence will determine the best correction. If the relationship between the clauses needs to be expressed, then the run-on needs a conjunction of some sort. The run-ons above can be corrected as follows:

We were hungry and John was tired, so we had to stop at the first rest area that we saw.

Kim studied hard for the test; that's why he got an A.

Patty took flying lessons every Saturday so she couldn't go to the picnic. She couldn't go to the graduation party either, but she has already signed up for another group of flying lessons because she likes it so much.

Faulty Comparisons

Faulty comparisons are errors in sentence logic. They're often tough to catch because they *sound* okay; many people speak in faulty comparisons all the time. Here's an example:

I've seen every painting by Jackson Pollack, and they're better than any other painter.

You probably understood the sentence to mean that the paintings by Pollack are better than the paintings by any other artist, but that's not what the sentence *says*. The author is actually comparing the *paintings* of Pollack to the *other painters*, not their paintings. To correct faulty comparisons, like things must be compared.

I've seen every painting by Jackson Pollack, and they're better than any other painter's.

OR

I've seen every painting by Jackson Pollack, and they're better than paintings by any other artist.

Here's another example:

I'm more interested in the shoe sale at Macy's than in Walmart.

This sentence compares the shoe sale to *Walmart* rather than to a *sale* at Walmart. Here's the kind of fix to look for:

I'm more interested in the shoe sale at Macy's than in the white sale at Walmart.

OR

I'm more interested in Macy's shoe sale than in Walmart's.

Misplaced Modifiers

A modifier is a word, phrase, or clause that describes another part of a sentence. A **misplaced modifier** is simply in the wrong place in the sentence. The danger of misplaced modifiers is that they confuse meaning:

I had to have the cafeteria unlocked meeting with student government this morning.

Did the cafeteria meet with student government? To say exactly what is meant, the modifying phrase *meeting with student government* should be moved to the beginning of the sentence.

Meeting with student government this morning, I had to have the cafeteria unlocked.

Wordiness

Whether it's the main mistake in the original prompt or a flaw in one or more of the distracters, unnecessary wordiness is a common error in Improving Sentences questions. In general, the more concise, the better (as long as all necessary information is conveyed).

Wordiness has many causes, including:

- "clutter" phrases such as "because of the fact that"
- *that*, *which*, and *who* phrases (turn them into adjectives: "the manual that is helpful" becomes "the helpful manual")
- unnecessary repetition (e.g., "the meeting is at 4 P.M. in the afternoon"—4 P.M. *is* in the afternoon)
- inexact phrases ("I am not in agreement" vs. "I disagree"; "she was very upset" vs. "she was devastated")

THE MULTIPLE-CHOICE SECTION

Here are examples of wordiness, with their more concise counterparts (if there is no concise example, the word or phrase is unnecessary):

a lot of (many or much)	in the near future (soon)
all of a sudden (suddenly)	it is clear that
along the lines of (like)	last but not least (finally)
are able to (can)	on a daily basis (daily)
as a matter of fact	on account of the fact that (because)
as a whole	particular
as the case may be	somewhere in the neighborhood of (about)
at the present time (currently or now)	take action (act)
both of these (both)	the fact that
by and large	the majority of (most)
by definition	the reason why (the reason or why)
due to the fact that (because)	through the use of (through)
for all intents and purposes	with regard to (about or regarding)
in order to (to)	with the exception of (except for)
in the event that (if)	

Some words and phrases don't need a modifier, because the specific is implied in the general. For instance, the word *consensus* means general agreement. Therefore, modifying it with the word *general* is repetitive. Similarly,

mathematics is a field of study, so it does not need to be modified with the words *field of*. Review these lists of repetitive phrases and be ready to spot them more easily in SAT prompts and answer choices.

RETAIN ONLY THE FIRST WORD	DROP THE MODIFIER (FIRST WORD)
any and all	past memories
first and foremost	final destination
refer back	general consensus
close proximity	various differences
large in size	each individual
often times	basic fundamentals
reason why	true facts
heavy in weight	important essentials
period in time	future plans
round in shape	terrible tragedy

RETAIN ONLY THE FIRST WORD	DROP THE MODIFIER (FIRST WORD)
odd in appearance	end result
mathematics field	final outcome
cheap quality	free gift
honest in character	past history
confused state	totally obvious
modern in design	rarely ever
unusual in nature	unexpected surprise
extreme in degree	sudden crisis
strange type	

Another common problem that leads to wordiness is the use of unnecessary prepositions. When two or more prepositions are used together, chances are at least one is unnecessary.

I cleaned *up under* the kitchen cabinets.
She likes all sports *except for* soccer.

In both of these sentences, there is an unnecessary preposition. Here's how to correct them:

I cleaned *under* the kitchen cabinets.
She likes all sports *except* soccer.

Notice how choices **a**, **c**, **d** and **e** in the following example all suffer from wordiness. They all use *that* clauses and repeat words such as *program* and *called*:

The American Red Cross offers a program called the Learn to Swim Program that begins with a class called Introduction to Water Skills, then progresses to Fundamental Aquatic Skills.

- a.** The American Red Cross offers a program called the Learn to Swim Program that begins with a class called
- b.** The American Red Cross's Learn to Swim Program begins with a class called
- c.** The American Red Cross offers a program that is called the Learn to Swim Program that begins
- d.** The American Red Cross is an organization that offers a program that is called the Learn to Swim Program that begins with a class called
- e.** The American Red Cross offers a program called the Learn to Swim Program that begins with a class called

Incorrect Use of the Passive Voice

You may find one or more prompts or answer choices that use the passive when the active voice is needed. In the passive voice, the subject (most often *you*) is acted upon. While there are occasions in which it's correct to use it, most sentences should be in the active voice. Passive constructions tend to be wordy or lack focus. Compare these sentences:

Active: My friend asked for another helping.

Passive: Another helping was asked for by my friend.

Active: I misplaced my wallet.

Passive: My wallet was misplaced by me.

Active: The administration has selected three finalists for the open position.

Passive: Three finalists for the open position have been selected by the administration.

Note the simplicity and directness of the first sentence in each pair. The second sentences, written in the passive voice, are clunky and noticeably longer. With very few exceptions, sentences like these should be quickly eliminated; they're almost always wrong.

Incorrect Punctuation

Identifying Sentence Errors questions don't test for it, but Improving Sentences questions do. (The good news is, though, that neither tests for spelling!) Keep in mind when answering these questions that a misplaced or missing comma, an errant apostrophe, or an unnecessary semicolon could be the error you're looking for. There are dozens of rules about the many different punctuation marks in the English language. Fortunately, the punctuation errors on the SAT tend to stick to three categories: semicolon, comma, and apostrophe errors.

■ Semicolon Errors

Semicolons (;) are used in two ways: to separate independent clauses and to separate the items in a list when those items contain commas.

1. There are three ways to use semicolons to separate independent clauses.

First Case: Use a semicolon to separate independent clauses joined without a conjunction.

Example:

Four people worked on the project; only one received credit for it.

Second Case: Use a semicolon to separate independent clauses that contain commas, even if the clauses are joined by a conjunction.

Example:

The strays were malnourished, dirty, and ill; but Liz had a weakness for kittens, so she adopted them all.

Third Case: Use a semicolon to separate independent clauses that are connected with a conjunctive adverb that expresses a relationship between clauses.

Example:

Victoria was frequently tardy; therefore, she received a low grade.

2. Use semicolons to separate items in a series that contain commas to show which sets of items go together.

Examples:

The dates for our meetings are Monday, January 10; Tuesday, April 14; Monday, July 7; and Tuesday, October 11.

She has lived in Omaha, Nebraska; Nutley, New Jersey; Amherst, Massachusetts; and Pensacola, Florida.

■ Comma Errors

There are many rules about when to use and when not to use commas. Here are the five comma errors you are most likely to see on the exam:

1. **Comma between subject and verb.** When a subject is immediately followed by its verb, nothing should come between them:

Mary decided to relax with a good book.

2. **No comma after introductory phrase or clause.** Introductory phrases and clauses should be followed by a comma:

By lunchtime, Aidan had already finished his project.

After a long day at work, *Mary* decided to relax with a good book.

3. **No comma around “interrupters.”** Words, phrases, and clauses that “interrupt” the core sentence (and are *not* essential to the meaning of that core sentence) should be set off by commas:

Mary, a pediatrician, really enjoys her work.

The phrase *a pediatrician* is an “interrupter”: It’s not essential to the sentence. We could take it out and the sentence would still be a complete, grammatically correct idea. Thus, it needs to be set off with commas. Here’s another example:

Mary, who always wanted to be a pediatrician, loves her job.

In the following example, the *who* clause is essential to the sentence and should not be set off with commas:

Mary is the one who wrote the prescription.

Here, the purpose of the sentence is to explain who wrote the prescription, so that clause is essential. The context of the sentence will help you determine whether information is essential and therefore whether commas are needed.

4. **Comma separating two independent clauses.**

Known as a *comma splice*, this error is the incorrect use of a comma to connect two complete sentences. It creates a run-on sentence. To correct a comma splice, you can either:

- replace the comma with a period, forming two sentences
- replace the comma with a semicolon
- join the two clauses with a conjunction such as *and*, *because*, or *so*

Comma splice: Our school received an award, we raised the most money for the local charity.

Corrected sentence: Our school received an award. We raised the most money for the local charity.

OR

Our school received an award; we raised the most money for the local charity.

OR

Our school received an award because we raised the most money for the local charity.

Its vs. It's

Unlike most possessives, *its* does not contain an apostrophe. The word *it's* is instead a contraction of the words *it is*. The second *i* is removed, and replaced by an apostrophe. When revising your writing, say the words *it is* when you come across *it's* or *its*. If they make sense, you should be using the contraction. If they don't, you need the possessive form, *its*, without an apostrophe.

■ Apostrophe Errors

Apostrophes are used to form contractions, indicate ownership, and form certain plurals. Review these six rules for their use.

1. Apostrophes form contractions by taking the place of a missing letter or number:

We're going out of town next week.

Don't write the proposal without the instructions from your boss.

My husband was in the class of '89.

2. Add 's to form the singular possessive, even when the noun ends in s:

The *school's* lunchroom needs to be cleaned.

The *drummer's* solo received a standing ovation.

Mr. Perkins's persuasive essay was very convincing.

3. A few plurals that don't end in s also form the possessive by adding 's:

The *children's* toys were found in every room of the house.

The line for the *women's* restroom was too long.

Men's shirts come in a variety of neck sizes.

4. Possessive plural nouns already ending in s need only the apostrophe added:

The *customers'* access codes are confidential.

The *students'* grades improved each semester.

The flight *attendants'* uniforms were blue and white.

5. Show possession in the last word when using names of organizations and businesses, in hyphenated words, and in joint ownership:

Brad and Janet's graduation was three months ago.

I went to visit my *great-grandfather's* alma mater.

The Future Farmers of America's meeting was moved to Monday.

6. Use an 's to form the plurals of letters, figures, and numbers used as words, as well as certain expressions of time and money. The expressions of time and money do not indicate ownership in the usual sense:

She has a hard time pronouncing *s's*.

My street address contains three *5's*.

He packed a *week's* worth of clothing.

The project was the result of a *year's* worth of work.

Now What?

But what if you can't identify the error? Here are three strategies:

- 1. Let the choices guide you.** Scan each version to see what aspect of the original sentence is changed and how. The way the original is rewritten will often reveal the nature of the error in the original prompt.
- 2. Look for the most commonly tested errors.** There are seven kinds of mistakes that pop up most often in Improving Sentences questions. If you are having trouble finding an error, do a quick check for the common errors described in this section.
- 3. Guess or move on.** If you can eliminate at least one choice as obviously wrong, guess. If not, skip the question and move on.

Strategies for Improving Sentences

- **Locate the error.** Try to determine the error as you read the sentence. What's wrong with the underlined portion? Is it a run-on sentence, does it have faulty parallelism, or does it have unnecessary wordiness? If you determine there is no error (remember, approximately 20% of the questions will be error-free), select choice **a** and move on to the next question.
- **Eliminate all choices with the original error.** If you identify an error, eliminate choice **a** (don't even bother reading it; it only repeats the original prompt). Then, eliminate any other choices that make that same mistake.
- **Eliminate all choices that make other errors.** From the remaining choices, eliminate any versions that make a different error, even if they correct the error in the prompt. This includes any versions that are grammatically correct but are unnecessarily wordy, ambiguous, or use unnecessarily complicated sentence structure.
- **Find the best sentence using the 3C's.** From the choices that remain, select the one that is **correct** (no grammar or usage errors or lapses in logic), **clear** (no ambiguity or tangled sentence structure), and **concise** (no unnecessary wordiness).

Practice Improving Sentences Questions

Directions: In each of the sentences that follow, part or all of the sentence is underlined. The underlined text may contain an error in sentence construction, grammar, word choice, or punctuation. Choice **a** repeats the original underlined text. If there is no error in the underlined portion, choose **a**. If there is an error, select the answer choice that most effectively expresses the meaning of the sentence without any ambiguity or awkwardness. Answers can be found at the end of the chapter.

- 11.** I'm getting forgetful; yesterday, my wallet was misplaced by me.
 - a.** forgetful; yesterday, my wallet was misplaced by me.
 - b.** forgetful; yesterday, my wallet is misplaced by me.
 - c.** forgetful; yesterday, I misplaced my wallet.
 - d.** forgetful; yesterday, I was so forgetful that I misplaced my wallet.
 - e.** forgetful. Yesterday, my wallet was misplaced by me.
- 12.** In 1985, the few families that had a computer used them mainly for word processing and game playing, although most families today have Internet access that allows them to e-mail and surf the web.
 - a.** although most families today have Internet access that allows them to e-mail and surf the web.
 - b.** while most families today have Internet access that allows them to e-mail and surf the web.
 - c.** however, today, most families have Internet access that allows them to e-mail and surf the web.
 - d.** most families today have Internet access that allows them to e-mail and surf the web.
 - e.** although for most of today's families, there is Internet access that allows them to e-mail and surf the web.
- 13.** Seated high in the arena, the rock band looked like toy figures to the audience members with the cheapest tickets.
 - a.** Seated high in the arena, the rock band looked like toy figures to the audience members with the cheapest tickets.
 - b.** Being seated high in the arena, the rock band looked like toy figures to the audience members with the cheapest tickets.
 - c.** The rock band looked like toy figures to the audience members with the cheapest tickets, who were seated high in the arena.
 - d.** The rock band looked like toy figures to the audience members with the cheapest tickets, seated high in the arena.
 - e.** Seated high in the arena, to the audience members with the cheapest seats, the rock band looked like toy figures.
- 14.** Valerian is the name of two different plants: one of the most popular medicinal herbs in the United States, whereas in Honduras it is a grass that grows to be three to four feet tall.
 - a.** whereas in Honduras it is a grass that grows to be three to four feet tall.
 - b.** and a grass that grows to be three to four feet tall in Honduras.
 - c.** but in Honduras, it is a grass that grows to be three to four feet tall.
 - d.** in contrast, in Honduras, it is a grass that grows to be three to four feet tall.
 - e.** and in Honduras, it is a plant that is a grass that grows to be three to four feet in height.

15. Iridology, the study of the colored part of the eye, known as the iris, to diagnose health problems, had its first medical reference in a German physician's 1670 book *Chiromatica Medica*.

- a. Iridology, the study of the colored part of the eye, known as the iris, to diagnose health problems, had its first medical reference in a German physician's 1670 book *Chiromatica Medica*.
- b. Developing long ago, in 1670, iridology, which is the study of the colored part of the eye, known as the iris, to diagnose health problems.
- c. While it had its first medical reference in a German physician's 1670 book *Chiromatica Medica*, iridology is the study of the colored part of the eye, known as the iris, to diagnose health problems.
- d. The study of the colored part of the eye, known as the iris, to diagnose health problems, iridology had its first medical reference in a German physician's 1670 book *Chiromatica Medica*.
- e. The first medical reference to iridology, the study of the iris to diagnose health problems, was in a German physician's 1670 book *Chiromatica Medica*.

16. Once known as a fringe treatment, meditation has been scientifically proven to help manage the symptoms of depression.

- a. Once known as a fringe treatment, meditation has been scientifically proven to help manage the symptoms of depression.
- b. Being known as a fringe treatment, many people who suffer from depression have been able to help manage their symptoms by meditating.
- c. Meditation is no longer thought of as a fringe treatment; managing the symptoms of depression has been scientifically proven.
- d. The symptoms of depression have been scientifically proven to be managed through meditation, once thought of as a fringe treatment.
- e. Scientifically proving that meditation, once known as a fringe treatment, can help manage the symptoms of depression.

17. Free verse is poetry without regular form, although sonnets are organized into three or four stanzas followed by a couplet.

- a. although sonnets are organized into three or four stanzas followed by a couplet.
- b. while sonnets are organized into three or four stanzas followed by a couplet.
- c. likewise sonnets are organized into three or four stanzas followed by a couplet.
- d. since those that are organized into three or four stanzas followed by a couplet, sonnets.
- e. poetry organized three or four stanzas followed by a couplet is called a sonnet.

- 18.** First-generation Vietnamese-American Monique Truong blends fact and fiction, history and speculation in *The Book of Salt*; a novel inspired by a reference to an Indochinese cook in *The Alice B. Toklas Cook Book*.
- The Book of Salt*; a novel inspired by a reference to an Indochinese cook in *The Alice B. Toklas Cook Book*.
 - The Book of Salt*, which was a novel that was inspired by a reference to an Indochinese cook in *The Alice B. Toklas Cook Book*.
 - her novel *The Book of Salt*, which was inspired by a reference to an Indochinese cook in *The Alice B. Toklas Cook Book*.
 - her novel, *The Book of Salt*; which was inspired by another book, *The Alice B. Toklas Cook Book*, which mentioned an Indochinese cook.
 - her novel *The Book of Salt*, it was inspired by a reference to an Indochinese cook in *The Alice B. Toklas Cook Book*.
- 19.** Held in 1883, President Chester Arthur presided over the ceremony to officially dedicate the Brooklyn Bridge.
- Held in 1883, President Chester Arthur presided over the ceremony to officially dedicate the Brooklyn Bridge.
 - Held in 1883, it was President Chester Arthur who presided over the ceremony to officially dedicate the Brooklyn Bridge.
 - The Brooklyn Bridge was officially dedicated in 1883, at a ceremony that was presided over by President Chester Arthur.
 - President Chester Arthur presided over the 1883 ceremony that officially dedicated the Brooklyn Bridge.
 - The 1883 ceremony, presided over by President Chester Arthur, which officially dedicated the Brooklyn Bridge.
- 20.** According to a recent survey, 36% of Americans cook vegetarian meals; significantly more than the previous decade.
- meals; significantly more than the previous decade.
 - meals, a significant increase over numbers from the previous decade.
 - meals, which is a significant increase over the previous decade.
 - meals, which, compared to the previous decade, is a significant increase in number.
 - meals, previously in the last decade the numbers were much higher.

► Improving Paragraphs

These questions are the toughest, and most time-consuming, questions you'll encounter in the Writing section. You'll be asked about ways in which a rough draft of a short essay can be improved. Don't worry so much about *what* the passage says; your job is to choose the best ways to improve *how* it says it.

The draft will be followed by questions that cover a range of writing issues, from the sentence level (grammar and usage, sentence structure, word choice, etc.), to the paragraph level (paragraph divisions, transitions, paragraph unity), to the essay level (overall organization, development, and support). The questions are designed to measure your ability to identify weaknesses and improve the writing in a text.

This section describes the question format, including the kinds of questions to expect, the errors you're likely to see in the passages, and strategies to determine the best answer for each question.

Question Structure

The Improving Paragraphs section begins with a short passage (typically two to four paragraphs long). The passage will most likely be the draft of an essay, but you might also find a letter to the editor, an excerpt from a

memo, or another type of general writing. Because the passage is a draft, it will need improvement on many levels. Following the passage will be a series of questions about how to improve the passage. These questions can be divided into three general categories: **revising individual sentences**, **revising sentence pairs**, and **revising the big picture**. You can expect the five or six Improving Paragraphs questions to be divided equally among these three question types.

Revising Individual Sentences

These questions refer to a specific sentence within the passage and ask you to determine the most effective revision of that sentence. They are essentially the same as those in Improving Sentences, with the exception that you will often need to consider the context of the passage to determine the correct answer. For example, the alternate versions of the selected sentence may offer different transitions from the previous sentence, but only one will be correct, concise, and the most appropriate way to move from one idea to another.

Revising Sentence Pairs

These questions refer to two sentences within the passage and ask you to determine the most effective revision and/or combination of those sentences. These questions are also similar to Improving Sentences, often focusing on establishing the right relationship (coordination/subordination) and proper boundaries between the two sentences. Here's an example:

Which of the following is the most effective combination of sentences 10 and 11 (reprinted below)?

(10)Our group was divided by ability into different classes. (11)Each class focused on a set of skills and worked to improve those skills during the camp week.

- a. We were divided by ability into different classes, each of which focused on, during the camp week, improving a set of skills.
- b. We were divided into different classes, and by ability we focused on a set of skills so that we could improve on them over the course of the week at camp.
- c. We were divided into different classes and our abilities to focus on a set of skills worked to improve those skills during the camp week.
- d. Divided into different classes based on ability, we focused on the camp week to improve a set of skills.
- e. After we were divided into different classes based on ability, we focused on a set of skills to improve on during the camp week.

The correct answer is **e**, which expresses the ideas of the sentences more clearly and concisely than any of the other choices.

Revising the Big Picture

"Big picture" questions ask about paragraph-level and essay-level issues such as organization and writing strategies. Thus, the format and writing issues can vary greatly. Here's a sample big picture question:

Which of the following is the most logical order of the paragraphs?

- a. 1, 2, 3, 4
- b. 1, 3, 2, 4
- c. 2, 3, 4, 1
- d. 4, 3, 2, 1
- e. 1, 4, 2, 3

Caution: Question Formats Vary!

Read each question carefully. Unlike Identifying Sentence Errors and Improving Sentences questions, the prompts and answer choices for Improving Paragraphs will vary. All will offer five choices (**a–e**), but *choice a will not always repeat the original text*.

Errors You’re Likely To See

You’re now familiar with the types of questions you will encounter. But what kinds of issues will those questions most likely deal with? All of the errors that appear in Identifying Sentence Errors and Improving Sentences are fair game in Improving Paragraphs. Expect to see problems with word choice and sentence-level issues such as adjective/adverb confusion, verb tenses, faulty comparisons, and improper use of the passive voice.

In addition, there will be six new types of questions to expect, including those about effective paragraphing, organization of ideas, transitions, cohesion, development of ideas, and style.

Effective Paragraphing

A paragraph by definition is a group of sentences about one idea. Long paragraphs often contain more than one main idea and should usually be divided to improve readability and unity of ideas. A question about effective paragraphing might be worded as follows:

The author wishes to divide paragraph 2 into two paragraphs. After which sentence should the author begin a new paragraph?

This question requires that you look for a turning point in the paragraph—a place where the topic shifts, and a new idea is introduced.

Organization of Ideas

Paragraphs and essays can be organized in countless ways, and many of them are correct. Problems arise, however, when the organization isn’t logical. Explaining a solution to a problem before detailing the prob-

lem, comparing two items when only one has been mentioned, ignoring issues of chronology—these are all examples of illogical organization. The most common organizational methods include: order of importance, chronology, cause and effect, and comparison and contrast.

Underlying the organizational pattern is the basic essay structure, *assertion-support*. That is, an essay has a main idea, which should be stated near the beginning, and the rest of the essay serves to develop and support that idea. The same structure is repeated in each paragraph; there is one main idea, often expressed in a topic sentence, and the rest of the paragraph supports that idea.

A question that asks “Which would be the most effective order of paragraphs?” tells you to look carefully at the organizational pattern. Are the paragraphs out of chronological order? Does the discussion of X interrupt the discussion of Y? Does the paragraph start with specific examples, make a general statement, and then go back to providing more examples? Look for these types of problems when you encounter a question about organization.

Transitions

Transitions are words, phrases, and sentences that show the relationship between ideas, and lead from one idea to another, such as *meanwhile*, *however*, *after*, or *in contrast*. A paragraph that needs a stronger transition is a likely candidate for an Improving Paragraphs question. Here are a couple of examples:

Which of the following phrases should be added to the beginning of sentence 4 to link it to sentence 3?

Which of the following sentences, if added to the end of paragraph 1, would most effectively link the paragraph to the rest of the essay?

These questions tell you that you need to look for the relationship between sentences 3 and 4 or paragraphs 1 and 2. Does paragraph 2 offer another example? Does it describe a different point of view? When you understand the relationship, select the sentence that best expresses it.

Cohesion

As stated earlier, a paragraph is a group of sentences about the same idea. Frequently, a passage will include one or more sentences that stray from the main idea of the paragraph or essay. To improve the cohesion of ideas, off-topic sentences should be deleted or moved to another, more relevant section. Here's how a question about cohesion might be phrased:

The deletion of which sentence would most improve the second paragraph?

Development of Ideas

An idea is properly developed in three steps: first, it's introduced with some explanation; second, more details and/or examples are given; third, a conclusion is drawn. In Improving Paragraphs questions, development is tested in a number of ways. An introductory or concluding sentence could be missing, and you'll be asked to choose one. Or, you may be asked to select the most logical information to add to a paragraph. Other questions will ask you to consider which sentence from a list might best serve to further develop an idea. The key is to look at the logical relationships between ideas and to remember the overall assertion-support structure of essays. You might find prompts like the following:

The author's argument could best be expanded by which of the following statements?

Which of the following sentences, if added to paragraph 3, would provide the best support for the main idea?

Which best describes the relationship of sentence 7 to sentence 6?

For the last type of question, you will be asked to choose from a list of answers such as: *It is an example, it contradicts the argument, it confirms the claim, it adds information, or it draws a conclusion.*

Style

The last type of error you may encounter involves stylistic issues such as word choice, tone, or level of formality. Here are two examples:

The author wishes to alter the tone of sentence 12. Which of the following revisions would most suit the overall tone of the essay? Which of the following offers the most effective revision of sentence 6 (reprinted below)?

(6) *I can't tell you how much I learned by reading Macbeth.*

- a. *Macbeth* really had a big impact on me.
- b. I learned tons by reading *Macbeth*.
- c. *Macbeth* taught me an invaluable lesson about the dangers of ambition.
- d. *Macbeth* is a play that I read that I learned a lot from.
- e. Reading *Macbeth* was an extremely knowledgeable experience.

Only choice c really improves the sentence. Why? Because *invaluable lesson about the dangers of ambition* is more specific and exact than the other versions—it tells *what* was learned. Choice c is also written in a more formal tone than the other choices, which is more

suited to a discussion of literature. The other choices all contain slang or other informal idioms.

Strategies for Improving Paragraphs

Improving Paragraphs are more difficult than Identifying Sentence Errors and Improving Sentences questions; you're dealing with a passage and three different levels of its composition. But these questions aren't impossible. They focus only on one step of the writing process, revision. And there are only a few kinds of questions and errors you should expect. The following strategies will help you spend your time on these questions most effectively, helping you score the most points in a reasonable amount of time.

1. Do Improving Paragraphs last. This is your most important strategy for the Writing section's multiple-choice questions! Improving Paragraphs is the smallest question category on the exam (only about 5 questions) and these questions take the longest to complete—so save them for last. Do Identifying Sentence Errors first and then Improving Sentences to answer the most questions in the least amount of time and earn the greatest number of points.

2. Scan the questions *before* you read the passage. The draft contains many more errors than you will be asked about. Reading the questions first can help you focus on the mistakes that you will need to revise and not be distracted by the other weaknesses and errors.

3. Read the questions carefully. The questions will tell you the specific lines to revise and the specific writing issue(s) that need to be addressed. For example, if a question asks, "Which phrase, if added to the beginning of sentence 2, would most improve the essay?" you know you need to determine the relationship between sentences 1 and 2 and then find the best transition.

4. Remember the 3C's. For questions that ask you to revise sentences, use the 3C's as your guide. Choose the version that is **correct** (no grammar, usage, or logic errors), **clear** (no ambiguity or confusing sentence structure), and **concise** (no unnecessary wordiness).

5. Study the most common question topics. This will help you know what to expect and what to look for as you read the passages.

6. Save the big picture questions for last. They're usually the most time-consuming Improving Paragraphs question type.

Practice Improving Paragraphs Questions

Directions: Questions 21–25 are based on the following passage, a first draft of an essay about the evocation of mood and emotion in Edgar Allan Poe's "The Tell-Tale Heart." Read the passage and the questions that follow. For each question, choose the answer that will most improve the passage. Some questions ask you to choose the best revision of a particular sentence or pair of sentences. Other questions ask you to consider how to best improve the overall organization of the passage. In each case, the correct answer is the one that most closely conforms to the conventions of formal writing. The answers are at the end of the chapter.

(1) Writers have to be very skillful in word choice in order to evoke emotions. (2) As I explored Edgar Allan Poe's works, I became intrigued with the way Poe carefully chose language and how it elicits specific feelings.

(3) Poe's "The Tell-Tale Heart" involves a young man who rents a room from an elderly man in a large, dark mansion. (4) Descriptions of this eerie setting help Poe create the mood. (5) He masterfully builds suspense in "The Tell-Tale Heart." (6) You realize he is capable of anything. (7) For example, the tenant opens his landlord's bedroom door at night

and stares at his glass eye for hours while in a seething rage.

(8)The police investigate the home after a neighbor reported hearing screams. (9)The tenant invites the police into the room where he did hide the corpse that was dismembered. (10)Poe adds to the suspenseful mood because you wonder if the man will confess to murder. (11)While being interrogated, the man hears a faint heartbeat that grows louder. (12)However, he is the only one who hears it. (13)His attempt to fool the police while sitting on the corpse fails as he mentally breaks down from the noise inside his mind and confesses.

(14)As Poe creates an eerie, suspenseful tone in his fiction, it shows that authors can lead their readers to feel certain emotions through their writing.

- 21.** In the context of the passage, which of the following is the most effective revision of sentence 9 (reprinted below)?

(9)The tenant invites the police into the room where he did hide the corpse that was dismembered.

- a. The tenant invites the police into the room where he hid the dismembered corpse.
- b. The tenant did invite the police into the room where he did hide the dismembered corpse.
- c. The tenant led the police to the room where he did hide the corpse that was dismembered.
- d. The tenant invites the police right near where the dismembered corpse was hiding.
- e. In a move that only adds to the eerie and suspenseful tone, the tenant invites the police to come into the room where earlier he hid the dismembered corpse.

- 22.** Which of the following revisions is the best way to combine sentences 4 and 5?

(4)Descriptions of this eerie setting help Poe create the mood. (5)He masterfully builds suspense in "The Tell-Tale Heart."

- a. In "The Tell-Tale Heart," Poe not only creates the mood by describing this eerie setting he also masterfully builds suspense.
- b. Creation of mood is achieved through descriptions of this eerie setting, and then Poe masterfully builds suspense.
- c. This eerie setting helps Poe create the mood, and set the stage for the suspense he will masterfully build.
- d. Poe not only creates the mood by describing this eerie setting, but also in "The Tell-Tale Heart," he masterfully builds suspense.
- e. Poe simultaneously creates mood and builds suspense in "The Tell-Tale Heart" by describing this eerie setting.

- 23.** The revision to sentences 11 and 12 that would most improve the essay is:

(11)While being interrogated, the man hears a faint heartbeat that grows louder. (12)However, he is the only one who hears it.

- a. Place sentence 12 before sentence 11.
- b. Delete the word *however*, and connect the sentences with the word *and*.
- c. Connect the sentences with a comma.
- d. Delete sentence 12.
- e. Leave them as is.

- 24.** In the context of the essay, which of the following revisions of sentence 14 more effectively concludes the essay?

(14) *As Poe creates an eerie, suspenseful tone in his fiction, it shows that authors can lead their readers to feel certain emotions through their writing.*

- a. Poe's building up of an eerie mood and suspenseful tone is a good example of how authors can lead their readers to feel certain emotions through their writing.
- b. The powerful conclusion of "The Tell-Tale Heart" shows that strong emotions can be felt by readers of fiction when the author, such as Poe, creates an eerie, suspenseful tone.
- c. Poe's creation of an eerie, suspenseful tone shows that authors can lead their readers.
- d. The powerful conclusion of "The Tell-Tale Heart" is yet another example of Poe's mastery of language and his ability to evoke emotion.
- e. Poe's masterful creation of mood and tone in "The Tell-Tale Heart" puts him in a league of other great writers of suspense, such as Sir Arthur Conan Doyle and Ellery Queen.

- 25.** Which of the following is the most logical order of sentences within paragraph 2?

(3) *Poe's "The Tell-Tale Heart" involves a young man who rents a room from an elderly man in a large, dark mansion.* (4) *Descriptions of this eerie setting help Poe create the mood.* (5) *He masterfully builds suspense in "The Tell-Tale Heart."* (6) *You realize he is capable of anything.* (7) *For example, the tenant opens his landlord's bedroom door at night and stares at his glass eye for hours while in a seething rage.*

- a. 3, 7, 4, 5, 6
- b. 3, 4, 6, 5, 7
- c. 5, 4, 6, 7, 3
- d. 3, 5, 4, 6, 7
- e. 3, 4, 5, 7, 6

► Commit To Memory

Here are the most important lessons from Chapter 2:

- No matter the order they're presented in, answer Writing section multiple-choice questions as follows: Identifying Sentence Errors, Improving Sentences, and Improving Paragraphs.
- If you can eliminate one or more responses, but aren't sure of the answer, guess.
- If you've spent a few minutes on a question, and still can't eliminate a response or two, skip it and move on.
- About 20% of the Identifying Sentence Errors and Improving Sentences questions will have no error. That means for Identifying Sentence Errors questions, you'll select choice **e** ("no error"), and for Improving Sentences questions, you'll select choice **a** (same as the original sentence).
- Questions are presented from easiest to hardest. For the hardest questions, expect the answer to be tricky; what at first looks to be the correct answer may not be.
- Identifying Sentence Errors questions don't test your knowledge of spelling or punctuation, so don't waste time looking for those types of errors.
- Don't waste time reading choice **a** in Improving Sentences questions; it merely repeats the original sentence.
- Target your studies: based on the analysis of your first practice test, pinpoint the areas you're weakest in, and spend the most time studying them. Still not sure whether to use *lay* or *lie*, *who* or *whom*? Now's the time to get it straight.
- The best sentences are those that use the 3C's: correct (no grammar or usage errors or lapses in logic), clear (no ambiguity or tangled sentence structure), and concise (no unnecessary wordiness).
- Read the choices for Improving Paragraphs questions carefully. Some of them may be "No error," and others will repeat the same error as the original sentence, but these responses could be **a**, **b**, **c**, **d**, or **e**.

► Answer Key

Identifying Sentence Errors

1. **d.** The verb *was feeling* should be in the simple past tense (*felt*) to maintain consistency with *fretted* and *worried*.
2. **b.** The adjective *fewer* should be used with the noun *people*. *Less* is used for singular nouns that represent a quantity or degree (*less salt*, *less time*), while *fewer* is used to modify plural nouns or things that can be counted (*fewer bagels*, *fewer minutes*).
3. **a.** The verb tenses in this sentence are not consistent. In order to maintain consistency, the present tense *realizes* should be changed to the past tense *realized*.
4. **b.** The verb *have finished* expresses the action of the noun *one*. Therefore, it should take the singular form *has finished*.
5. **e.** There is no error in this sentence. If you chose **d**, recall that the pronoun *everyone* is singular. The pronoun following this antecedent must agree with it (in this case, the singular pronouns *his* or *her*).
6. **d.** *Can't* and *hardly* are both negatives. When used together, they cancel each other's meaning. To correct the sentence, either drop *hardly*, or change *can't* to *can*.
7. **b.** *Careful* is an adjective. In this sentence, it incorrectly modifies the verb *handle*. The correct word is the adverb *carefully*.
8. **a.** This is an idiom error; the correct preposition to use after *contrast* is *with*.
9. **d.** The verb *to creep* is irregular; its past tense form is *crept*.
10. **e.** There is no error in this sentence. If you chose **a**, recall that *well* is an adverb, and it correctly modifies the verb *doing*. *Good* is an adjective, which modifies nouns.

Improving Sentences

11. **c.** Choice **a** incorrectly uses the passive voice. Choice **b** repeats the error, and also uses the wrong verb tense (*yesterday* calls for the past tense *was*, not the present tense *is*). In choice **d**, extra words are added, and choice **e** repeats the passive voice error while unnecessarily dividing the sentence into two sentences.
12. **b.** In choice **a**, *although* does not express the correct relationship between the two clauses. *Although* does express contrast, which is the logical relationship here, but it belongs with the first clause rather than the second. In choice **b**, the subordinate conjunction *while* clearly and effectively expresses the right relationship. Choice **c**'s use of *however* is correct, but it is preceded by a comma instead of a semicolon, creating a run-on sentence. Choice **c** is unnecessarily wordy. Choice **d** creates a run-on sentence and does not offer a coordinating or subordinating conjunction to express the contrast between the two clauses. Choice **e** repeats the error in **a** and adds unnecessarily wordy constructions.
13. **c.** Choices **a**, **b**, and **d** have misplaced modifiers; the rock band is not seated high in the arena. Choice **b** also includes the ungrammatical phrase *being seated*. Choice **e** is wordier than **c**, which is more direct and logical in structure.
14. **b.** Coordination, parallel structure, and wordiness are the problems here. Choices **a**, **c**, and **d** use incorrect conjunctions (*whereas*, *but*, and *in contrast*), and they lack parallel structure. In all of them, the elements of the second plant description (type and location) do not match the first. Choice **e** is wordy and lacks parallel structure.
15. **e.** Choices **a**, **c**, and **d** are unnecessarily wordy. Choice **b**, while also suffering from wordiness, is a sentence fragment.

- 16. a.** This is the most clear and concise version. Choice **b** has a misplaced modifier—*many people* are not the fringe treatment. It is also wordy. The second clause in choice **c** is untrue. Choice **d** is unnecessarily wordy, and choice **e** is a sentence fragment.
- 17. b.** The problem with choice **a** is proper coordination/subordination. *Although* does not express the right kind of contrast; free verse has no organized structure *while* sonnets do—they exist simultaneously. Choice **c** makes the same mistake with *likewise*, which expresses similarity. Choice **d** uses the wrong subordinator (*since*); *unlike* would correct it. Choice **e** omits the subordinating or coordinating word and is a run-on sentence.
- 18. c.** Choice **a** incorrectly uses the semicolon. Choice **b** corrects the semicolon error, but is unnecessarily wordy. Choice **c** also corrects the semicolon error, and most concisely and clearly expresses the idea. Choice **d** repeats the semicolon error, has awkward sentence structure, and is wordy. Choice **e** corrects the semicolon error, but the change in syntax now calls for a semicolon rather than a comma.
- 19. d.** Choice **a** has a misplaced modifier. The ceremony was held in 1883, not President Arthur. Choice **b** retains this error and adds the wordy *it was . . . who* construction. Choice **c** is grammatically correct, but not as concise as choice **d** because it uses the passive voice. Choice **e** is a sentence fragment; removal of the word *which* would correct it.
- 20. b.** Choice **a** incorrectly uses the semicolon and does not clearly indicate what is a significant increase—the percentage of Americans who cook vegetarian meals, or the frequency with which they cook them. Choice **b** corrects the semicolon error and correctly identifies exactly what the increase is: an increase in *numbers*. Choice **c** merely states that the increase is over the decade, which is incorrect. Choice **d** repeats the semicolon error and is unnecessarily wordy. Choice **e** is a run-on sentence, is wordy, and has awkward sentence structure.
- 21. a.** There are two problems with the original sentence, and both are corrected in choice **a**. The helping verb *did* (in *did hide*) is unnecessary; it's clearer and more concise to say the man *hid* the corpse. Another instance of wordiness is the phrase *corpse that was dismembered*. Recall that *that* phrases can easily be turned into adjectives: *dismembered corpse*. Choice **b** corrects the *that* phrase, but adds another unnecessary helping verb, *did invite*. In choice **c**, neither original problem is corrected. Choice **d** uses the informal *right near where*, and adds confusion—corpses don't hide themselves. Choice **e** is wordier than the original sentence.
- 22. c.** These sentences involve two actions: Poe creates mood (by describing a setting), and builds suspense (how he does this is explained in the next sentence). Choice **c** uses the conjunction *and* to link them. Choice **a** seems to link the action with the conjunction *not only*, but it leaves out the second part of the conjunction pair, *but also*. It is also a run-on sentence. Choice **b** includes both actions, but improperly uses the passive voice. In choice **d**, the conjunction pair *not only . . . but also* is used. However, it unnecessarily repeats the title of the story, which was just mentioned in the previous sentence. Choice **e** is wrong because it incorrectly links the description of setting to the creation of suspense. In context, that doesn't make sense.
- 23. e.** There is nothing wrong with these sentences. They present critical information in the correct order, and would become a run-on

sentence if they were connected with a comma or other conjunction such as *and*.

- 24. d.** An effective conclusion recalls assertions made in the introduction without repeating them verbatim. Only choice **d** reiterates the introduction's ideas that Poe is a master of language and uses it to evoke emotion from his readers.
- 25. e.** Sentence 4 logically follows sentence 3—without the mention of the specific location of

the action of the story, a reference to *this eerie setting* makes no sense. Sentence 7 also logically follows sentence 5—it is the example of suspense building mentioned in the previous sentence. Sentence 6 should be after sentence 7. If it appears anywhere else in the paragraph, it causes confusion, because *he* could refer to Poe, the young man, or the elderly man.

CHAPTER

3



The Essay

The SAT essay is in many respects unlike any other kind of writing you've had to do. While the fundamentals of good writing remain a constant, the approach to this task is radically different. You don't have time to brainstorm, outline, revise, and edit the way you would if the clock wasn't ticking. When you have just 25 minutes, each one counts. The scorers know this, so they're trained to look for "polished rough drafts." Does that mean you can forget about spelling, verb tenses, and idioms? Not exactly. How can you produce a high-scoring essay, while under pressure? The key is preparation.

This chapter is designed to help you do just that. You'll learn how to tackle the two types of prompts, how to budget your time, and how to organize your writing. You'll get to practice by quickly coming up with thesis statements and introductory "hooks" for a number of prompts. Also included are three essays for you to score and study, one that meets the requirements for the highest score, a six, and two that earn lower scores. Preparation, through study and practice, will help you develop a strategy for approaching the essay. That strategy will make you more confident when you face the SAT essay, help you use each minute to full advantage, and result in a higher score.

The Issue of Space

Some recent test takers report that they were shocked by the small amount of space they were given on their answer sheet to write the essay. Although you can use the test booklet to take notes and organize your thoughts, only what is written on the answer sheet will count. The practice tests in Chapters 4–6 include the same amount of space you’ll encounter when taking the SAT, so you will be able to walk into the test confident that there will be no surprises.

► Strategies for Timed Essays

As we’ve said, you are not expected to turn in a final-draft essay, but instead you’re creating a “polished rough draft.” A couple of minor errors in grammar, usage, and mechanics will not be weighed against you. Scorers read the essay to get an overall impression of your writing ability. They look for evidence of critical thinking: How well did you respond to the topic, develop a point of view, and use appropriate examples and evidence to support your position? Is your essay clearly focused, and does it transition smoothly from one point to the next? Do you show evidence of having a varied and intelligent vocabulary? Since readers spend approximately three minutes on each essay, it’s important to hit each of the marks they’re looking for.

Official Directions

As with the multiple-choice questions, it’s important that you study the directions for the essay as part of your preparations. You don’t want to waste time reading them during the test. Official directions are at www.collegeboard.com. Either print them out, or copy them, and then study them. Here are some of the key points stressed in the directions:

- Choose a point of view to argue, and stick to it (don’t mention both sides of an argument while flip-flopping back and forth).

- Develop your ideas logically (use transition words, and don’t jump randomly from one thought to another).
- Support those ideas with appropriate examples and evidence (think concrete and precise—don’t make assertions you can’t back up).
- Use clear, concise language, and proofread for spelling, punctuation, and grammar mistakes (“big words” used to show off and long complicated sentences won’t get you points).
- Write only in the space provided (wide margins, skipping lines, large indents, and handwriting that’s too big will waste space).

Scoring

Two graders, who are high school or college English or writing teachers, will read your essay. They are trained to spend two to three minutes on each essay, and then give it a score of 1–6 (although an essay that is written off-topic gets a zero). Your total score will be in the range of 2–12. If the graders disagree by more than a point, a third reader will be given your essay.

Although readers will give your essay one score based on a holistic response, they look at four areas to determine that score: meaning (content), development (support), organization (flow of ideas), and language use or mechanics (grammar and punctuation). Scores range from a low of 1 (showing writing incompetence)

to a maximum of 6 (demonstrating clear and consistent competence).

The graders will focus on the strength of your argument. Are you convincing? Do your ideas make sense? Do you have insightful, supported comments on the topic? Do your ideas flow logically? Your writing style will also be judged (but keep in mind that a few stray commas and spelling mistakes will be forgiven).

Overall, are you observing the standard rules of grammar, punctuation, and spelling? Is your vocabulary sufficient to adequately put forth your ideas? Are your sentences varied?

In the box below are criteria that are more specific for each essay score.

Scoring

Score of 6

A 6 essay stands out because of its thinking; it has a strong point of view, which is developed in an organized, focused manner. Examples and evidence are used to support the point of view. There may be a few errors in grammar, usage, and/or mechanics, but word choice (vocabulary) and structure (varied sentences) show mastery of language and writing skills.

Score of 5

A 5 essay is also effective in the position it takes and how it develops that position, but it has more errors than a 6 essay. It uses examples and evidence skillfully, and presents its argument in an organized way. A strong vocabulary is evident.

Score of 4

An essay in this category is adequate, developing a position reasonably well, and supporting it with examples and evidence. Its organization and focus will be weaker than that of a 5 essay. There will be errors in language, grammar, and mechanics.

Score of 3

This essay is inconsistent. While some elements may be adequate, such as demonstration of critical thinking skills or use of appropriate examples, others are weak. It may lose focus and provide evidence for some points but not others. There will be little or no variety in sentence structure, and a number of errors in spelling, grammar, and punctuation.

Score of 2

A 2 essay is inadequate. Its point of view will be weak, poorly developed, and/or insufficiently supported. There is a lack of organization and evidence of poor language skills. Errors in mechanics, word choice, grammar, and spelling will be serious and plentiful.

Score of 1

This essay will be incoherent, with no clear position taken or supported. It will be disorganized, with serious errors in vocabulary, sentence structure, grammar, and mechanics. These errors will prevent the reader from understanding the essay.

Score of 0

No matter how well written, essays that do not address the assignment are scored zero.

► Understanding the Prompts

The assignment of the essay is to respond thoughtfully and skillfully to a prompt, which will be one of two types:

- **Response to a quote.** You are given one or two quotes and asked to evaluate or compare them in response to a question.
- **Completion of a statement or idea.** You are given an incomplete statement and asked to fill in the blank, then use the completed statement as the basis for your essay.

Responding to Quotes

Here's an example of this type of prompt:

Good fences make good neighbors.

—Robert Frost

Assignment: In Frost's poem "Mending Wall," a man tells his neighbor "good fences make good neighbors," suggesting that clear boundaries are needed for people to get along with one another. Do you agree or disagree with this idea? Develop your point of view, supporting it with an example (or examples) from literature, the arts, history, current events, politics, science and technology, or personal experience or observation.

When faced with a quotation, determine what is being said, and rewrite it succinctly, in your own words, before you begin your essay. For example, in response to the above quotation, you may write "when people have their own space, and feel that space is protected, they get along better with others." Then, look at the assignment for more details about how to proceed. Here, the task is to develop a point of view that agrees or disagrees with the quote's assertion.

Another prompt of this type asks you to choose between two opposing ideas expressed in quotations, as seen below:

Better a lie that soothes than a truth that hurts.

—Czechoslovakian proverb

Truth is the only safe ground to stand on.

—Elizabeth Cady Stanton

Assignment: Consider the two contrasting statements above. Choose the quotation that most closely reflects your viewpoint. Write an essay explaining your choice. To support your view, use an example or examples from history, politics, science and technology, literature, the arts, current events, or your own personal experience and observation.

Again, the first step is to be certain of what each author is trying to say. Once that's determined, choose the side for which you can immediately think of some good examples or evidence. You don't truly need to agree with the quotation to write a strong essay, and you won't have time to change your mind. Choose a side, and get going. Remember that a well-developed point of view is what the readers look for; they have no idea whether you really believe that view.

Completing a Statement or Idea

The other type of question you may confront will ask you to complete a sentence or idea, such as the one that follows:

People often say it's better to be safe than sorry. I felt the truth of this statement when . . .

Assignment: Complete the sentence above with an appropriate phrase. Then, write an essay supporting your completed statement.

This question type requires that you think of examples and situations that illustrate the statement. Readers will be looking for a clear, strongly supported account of an event that led you to appreciate the need to be careful. This question easily lends itself to use personal experience. Or, you could answer using a historical event with which you are very familiar. No matter how you address the question, the point is not just to make claims or assertions, but also to back them up with evidence and examples.

► The Art of Persuasion

Both types of essay prompts call for a persuasive essay, one in which you choose an idea and show why it is legitimate or worthy. Your purpose is not to merely explain your point of view, but to convince your reader why it makes sense. In order to persuade effectively, you must base your argument on reasoning and logic.

If you are unsure or undecided in your stance, your writing will be weak and your score will suffer. However, your opinion is not enough. Like a lawyer before a jury, you must convince your reader with evidence that your opinion is valid. This evidence consists of concrete examples, illustrations, and details. Therefore, the most important strategy for the persuasive essay is to choose the side that has the best, or most, evidence. If you believe in that side, your argument will most likely be even stronger (although, as mentioned above, you don't have to believe in it to write a good essay).

The essay does not require specific knowledge of literature, history, or current events. However, the topics are broad enough that you will probably be able to use your knowledge from these areas to answer the question. While you can always rely on personal experience, as many high-scoring essays do, it's a good idea to review areas you've studied or are otherwise familiar with to use on test day (don't try to learn new material for the essay). Here are some ideas for what to review:

- **Literature:** poems, novels, plays, and myths with broad themes that can be applied to a number of topics. Orwell's *Animal Farm*, for example, could be used to discuss equality ("some animals are more equal than others"), the class system, or forms of government.
- **History:** events and time periods such as World War II, the Great Depression, treatment of Native Americans, and America's break from British rule. Historical events may be written about from many perspectives, and can be used to make points about a variety of subjects. The Depression, for example, was an economic event that had many factors, including human emotion (fear).
- **Science:** technology, space exploration, the concept of absolute zero, acid rain, and other environmental issues. For example, you could discuss global warming in terms of man's disregard for the planet, or in terms of a positive worldwide response that is bringing together many nations.

Whatever the subjects you've studied, think in terms of flexibility. How many different ways can you look at an event, an invention, or a work of non-fiction? What does it mean to people, how do they respond to it, or how has it changed the world (for better or worse)? Having a few adaptable subjects fresh in your mind may help you respond quickly, specifically, and thoroughly to what will most likely be a very general prompt.

► Anatomy of an Essay

Unfortunately, 25 minutes is not enough time to come up with an innovative structure for your essay. You need to address the topic in a clear, well-organized fashion, using examples and details to make your point. The best way to accomplish those goals is to stick to a traditional format, the five-paragraph essay. Aim for an

introduction, three body paragraphs, and a concluding paragraph. By writing within this format, your ideas will be easily available to your reader (the person scoring your essay), and you will have more time to develop and substantiate them.

Introduction: Thesis Statement and Hook

The introduction presents the reader with your topic and point of view. It is more general than the body paragraphs of the essay, which contain the specific examples and evidence that help you substantiate and develop your topic. The goal of the introduction is to make the reader clearly understand your position, without being trite or boring. To accomplish it, you'll need to write two things: a thesis statement and a hook.

A clear thesis statement is one sentence that refers directly to the topic. It gets right to the point, because the real meat of your essay, where you can deliver the greatest impact to the reader, is in the body. Stating your thesis quickly and clearly means avoiding disclaimers such as "I'm not sure, but . . ." and "This may not be right . . ." Such disclaimers are a waste of time, and will lose points with your reader. No matter how strong your argument becomes in later paragraphs, that initial poor impression will stick. Instead, be confident and direct. A clear thesis statement shows the graders that you understand the assignment and have formulated a relevant response to it. It also sets the stage for a well-developed essay in which specific and interesting examples support it.

But direct doesn't mean trite. Relying on overused words and phrases to help make your point is the most common way to weaken your introduction. Compare: "In today's society, people don't practice good manners often enough," with "Good manners

are an essential part of a civil society." The problem with the first sentence is the first three words. "In today's society" is a clichéd opening, whereas the second sentence makes its point directly, without any overused language.

Once you've narrowed down your topic, and have a clear, confident thesis statement, think about how to grab your reader's attention. Imagine you're an essay grader reading hundreds or thousands of SAT essays. It's late and you're tired. Which of the following first sentences would make you sit up and take notice of the essay?

Imagine a world in which plant life is reduced to a few hardy specimens, drought is commonplace, and the world's coastal regions are under water.

OR

The future effects of global warming will be bad.

The first sentence is a *hook*; it is designed to inspire the reader to want to read the rest of the essay. How can you come up with something so seemingly clever and innovative in a minute or two? It's not as hard as it looks; what at first glance appears clever and innovative is really the product of a learned method. Two types of hooks are quick and easy to create. If you study them, and practice writing them from sample prompts, you'll be able to write a hook for your essay.

One type of hook is used in the first example above: a **dramatic scenario, saying, or statistic**. A **scenario** paints a vivid picture with words. A related **statistic, proverb**, or other **saying** can boldly introduce your topic, show off your knowledge, and give your writing some heft. Statistics in particular add a tone of

seriousness and importance to your writing; they say “I’m not the only one who thinks this way—there are studies to back me up.” Compare:

Not only is the number of overall incidents of cancer in Americans decreasing, but survival rates are dramatically increasing.

To:

More people survive cancer these days.

The other type of quick hook to study and practice is questioning. Pose a specific, relevant question to your reader that will naturally lead into your topic. In the introductory paragraph below, the hook is in bold.

Example

Is the difference between a good neighbor and a bad neighbor simply that one doesn’t hit baseballs through your windows, and the other does?

It’s not that simple. There are many qualities of a good neighbor, and one of the most important is distance. Having your own space, and having your neighbor respect that space, is the key to a good next-door relationship. This is true whether discussing the person whose lawn abuts yours, the

students you attend class with, or the nation with which yours shares a border.

In this introductory paragraph, the three examples that will be explored in the essay are mentioned. This is a great way to transition the reader from the introduction to the body of the essay. However, it’s not always possible to have those three examples at the ready. What if you have two, but are betting the third will come to you while writing the body? It’s still better to give the reader an idea of the direction you’re headed before jumping into the body of the essay. This technique shows off your thinking skills and your ability to organize your ideas.

Common “Hook” Mistakes

1. Using a title as a hook

Titles are typically incomplete sentences, such as *The March of Progress* or *My Soccer Team’s Lesson*. A hook is a sentence or couple of complete sentences that draw the reader in. The use of phrases or clauses instead of complete sentences in your essay will lose points.

2. Using an announcement as a hook

Don’t address your reader directly with an announcement or literary road map of where you’re going. “This essay will be about man’s triumph over natural disasters” is not sophisticated enough for the SAT essay.

3. Confusing a thesis statement for a hook

Your thesis statement gets right to the point. As an opening sentence, it’s probably dull. The addition of a hook will ensure a better, more interesting introduction.

Body

In the body of your essay, you develop and illustrate your ideas on your topic. It is where you add the interesting details and examples that support your thesis and make your essay stand out. The body should be three paragraphs, one for each example or idea.

It's been said already that a few small grammar or mechanics errors will be overlooked. However, you probably noticed when reading the scoring rubric that sentence variety is important to your reader. Don't use too many short, choppy sentences; vary your sentence structure so that your reading is interesting and flows easily.

The Best Way to Achieve a High Score

Readers of your essay are specifically looking for a key element that can make or break your score: is every point you make supported with details, examples, and evidence? Not only will these elements strengthen your argument, but they'll also make your writing come alive. One way to assure that you'll include enough supportive information is to write at least one sentence in each paragraph that begins with the words, "For example."

Compare these paragraphs:

High school seniors should be allowed open campuses, on which they can arrive in time for their first class, leave during free periods, and come back to school for their other classes. There is no reason to treat high school seniors like children by making them stay in school all day when they don't have classes to attend all day. Seniors can handle the extra responsibility.

High school seniors should be allowed open campuses, on which they can arrive in time for their first class, leave during free periods, and come back to school for their other classes. Seniors are given freedom and responsibility in many other areas of their lives; for example, the ability to drive a car. Seniors are also permitted to vote, and to prepare for their futures through the college admissions process or vocational training.

The first example uses generalizations and unsubstantiated claims ("no reason to treat them . . ." "can handle the extra responsibility"), which add nothing to the argument. The second uses evidence, such as the responsibility of driving and voting, to make the case for open campuses. Writers of high-scoring essays back up what they say with evidence, details, and other types of examples.

A Word of Warning about Vocabulary

Although a sophisticated vocabulary will score you points, the use of very obscure or uncommon words won't. Don't memorize a list of "big words" and make them fit into your essay. Your vocabulary should flow freely. Substitute common words with more interesting ones, but don't make your writing sound artificial or self-conscious by overusing difficult or obscure words.

In addition, word choice is important. A sophisticated vocabulary will make your essay stand out from those with a more basic vocabulary. While nothing can take the place of years of reading challenging material and exposing yourself to a variety of texts, study can help. Keep up your reading in the months before the SAT. When you encounter new words, notice their context and look up their definitions in the dictionary. Search the Internet with the terms *SAT* and *vocabulary*. You'll find dozens of websites with lists of words that frequently appear on the SAT. Study those you don't know, aiming to learn at least five new words a day.

The more words you know, the easier it will be to choose specific, interesting ones rather than general, dull words. *Bad*, gets the point across, but *detrimental*, *harmful*, and *injurious* could be better choices. As you write your essay, be conscious of the words you select. Avoid repeating the same words; use a synonym after you use a word twice.

In addition, follow this crucial advice when writing the body:

- Include only information that pertains to your topic (do not go off on tangents).
- Illustrate or explain each point with appropriate details. Some essays may call for personal experiences, while others may require historical examples. Don't simply state that something is true: Prove it.
- Organize the body with three paragraphs.
- Maintain coherence by staying on topic; every sentence should relate to your topic.
- Use transition words like *first*, *next*, and *then*.
- Get creative if necessary. Your reader will never know if you really traveled to Bombay, won a hot-dog eating contest, or attended science camp. The quality of your writing is what is being tested, not the truthfulness of every detail. If you need to get creative and come up with a strong example or piece of evidence, and you can do so convincingly, go ahead.
- Take all the time you can to fully develop your ideas. If you stop writing too soon, it may be because you haven't explained yourself completely, or backed up your assertions with examples.

Transition Words

These are useful when moving from paragraph to paragraph, or point to point. Transition words help the reader follow your thoughts.

after	in addition
afterward, after this	moreover
as a result	next though
another	nevertheless
because	on the contrary
consequently	on the other hand
conversely	similarly
despite	simultaneously
finally	subsequently
first, second, third	then
for this reason	therefore
however	yet
it follows that	

Conclusion

Your concluding paragraph can simply restate your thesis and the points you made in the body of your essay, but remember to reword them to keep the conclusion fresh. Don't repeat your introduction, or use phrases such as "I wrote about," or "This essay was about."

If you have time, end with something more interesting. A speculative conclusion refers to a future possibility or prediction, such as "perhaps years from now . . ."

If you wrote about a problem, try a conclusion that offers a solution. If you have a fitting quotation, use it to conclude your essay. The person quoted doesn't have to be famous, but the quote should help you make your point. For example, "My third grade teacher put it best . . ." These types of conclusions can leave your reader with a better overall impression of your work (although be aware that you can't overcome a weak essay with a clever conclusion).

Great Question

"What if I come up with a great new idea when writing my conclusion?"

Answer:

In order to use the idea, you must be able to revise your thesis statement to include it, or at least hint at it. You don't want to turn in an essay that shows you didn't come up with anything interesting until the final paragraph. A revision of your introduction shows that you can organize and integrate information effectively.

Conclusion Checklist

- ✓ Do not contradict anything you said earlier in the essay.
- ✓ Be clear and concise.
- ✓ Do not introduce new information.
- ✓ Maintain the tone you used in the rest of your essay.
- ✓ Do not repeat your introduction.
- ✓ Do not use clichéd sayings or phrases (“You can’t judge a book by its cover,” “In conclusion,” “As I stated above”).
- ✓ Do not apologize for anything (especially lack of time).

Budgeting Your Time

You must accomplish three distinct writing tasks in 25 minutes: planning, writing, and revising. The writing stage will be the longest, and the revising stage will be the shortest. What’s the mistake most test takers make? Jumping into the writing stage with inadequate, or no prewriting. It is essential that you take some time before you begin writing your essay to think about your prompt, brainstorm ideas, and plan a rough organizational strategy. Here’s an idea of how long to spend on each step of the writing process:

Planning = 4–6 minutes

Drafting = 14–16 minutes

Proofreading (Editing) = 3–5 minutes

Total: 25 minutes

The actual time you spend on each step may vary, but only slightly. Finding out how to budget your time while writing the essay is one of the most important things you’ll learn when practicing. In Chapters 4, 5, and 6, you’ll be given an essay prompt and space to write an essay. Don’t begin without setting a timer. Get used to planning the essay in four minutes, and know what it feels like to try editing in just two. If you still haven’t gotten the hang of timing your writing after the third practice essay, get more prompts from resources

such as *Acing the SAT 2006* (LearningExpress, 2006) or *11 Practice Tests for the New SAT* (Princeton Review, 2004).

► Planning Your Essay

Planning takes about five minutes. In that time, you need to accomplish three things. It may sound like a lot, but don’t panic: With practice, you’ll be able to complete this task easily and on time. Begin with an initial interpretation of the prompt (putting it in your own words), and choosing of a point of view or side to argue. Once you’ve made a choice, stick to it. There’s no time to scrap your plans and start again. Here’s an example:

Better a lie that soothes than a truth that hurts.

—Czechoslovakian proverb

Truth is the only safe ground to stand on.

—Elizabeth Cady Stanton

Assignment: Consider the two contrasting statements above. Choose the quotation that most closely reflects your viewpoint. Write an essay explaining your choice. To support your view, use an example or examples from history, politics, science and technology, literature, the arts, current events, or your own personal experience and observation.

Telling the truth can sometimes be painful, not so much for the teller, but for the listener.

This student has taken a side by choosing the Czechoslovakian proverb, paraphrased the quote, and begun to think her idea through (“truth can be more painful for listener than teller”).

If you’re given a question in the prompt, a quick way to interpret it and at the same time formulate a thesis statement is to recast the question as a pronouncement.

“Is losing a key to success?” becomes “Losing can be an incredible learning experience—one that teaches the tools needed to become a success.” “Do you agree with Einstein that genius is 1% inspiration and 99% perspiration?” becomes “Although hard work is often essential, I disagree with Einstein that it’s 99% of what it takes to be a genius; plenty of people become successful without working hard.”

The second stage of planning is brainstorming, or gathering ideas. There are dozens of effective brainstorming strategies, including listing, clustering, webbing, and freewriting. In this section, we’ll review the two that adapt best to the time constraints of the SAT essay. After your review, select the one you feel most comfortable with and use that strategy every time you practice (and, of course, during the test). Remember that knowing *exactly* what you will do when you begin the exam will not only save time, but will take some of the pressure off, too.

Listing

Perhaps the easiest form of brainstorming is listing. Jot down ideas in response to the prompt on the scratch paper in the test booklet. Don’t worry about creating complete sentences—keep your ideas short, limiting them to words or phrases. You may even want to abbreviate certain words to save time. After you’ve listed about a dozen ideas, link those that go together by drawing lines between them, and eliminate those that either veer off the topic or are redundant. Choose the three ideas that will be easiest to develop (ones for which you’ve already come up with examples of and evidence for).

Example

Although hard work is often essential, I disagree with Einstein that it’s 99% of what it takes to be a genius; plenty of people become successful without working hard.

Examples of people who succeed without much effort—

Inherit family business or wealth (personal example—Uncle Lee)

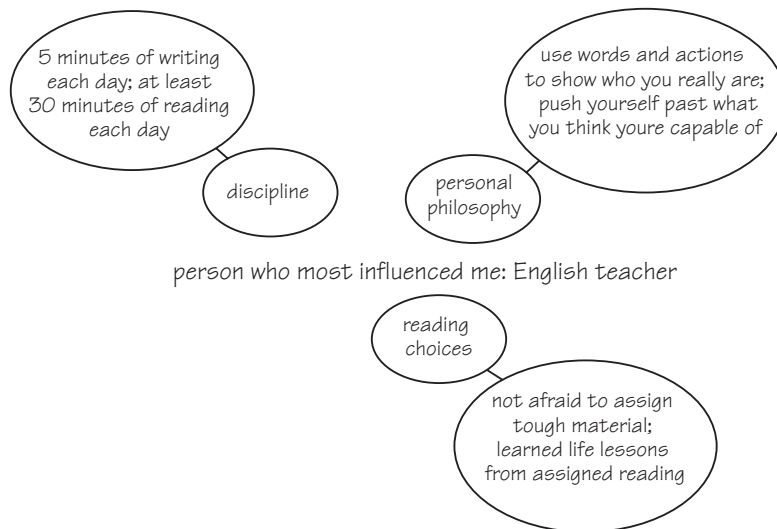
Get lucky by having the right idea at the right time (Amazon.com—Jeff Bezos, among wealthiest never showed profit)

Get into college because family members are alumni (Kennedys, Bushes)

Athletes need natural ability—not just about working hard—two swimmers with same training regimen—one goes to Olympics, other doesn’t make cut

Clustering

Clustering involves jotting down ideas as they come to you and organizing them visually at the same time. Start a cluster by writing your topic in the center of the scrap paper. Then, write ideas around this topic as they come to you. Quickly put these ideas in circles and attach the circles to the topic by drawing lines. Then, look at your ideas, and expand on them. When you’re finished, you’ll probably find that there are some ideas that generated much material, and others that were dead ends. Choose the three ideas with the most circles around them for your essay.



Organizing

The third and final stage of planning is organizing. Because there is a standard formula for high-scoring SAT essays, organizing is much easier than it is for other types of writing. You simply take your brainstorming notes and thesis statement and arrange them into five paragraphs. Although you may be tempted to skip this stage, resist the temptation. Your rough outline will be your roadmap that keeps you from wandering off-topic while you're writing.

Write your outline as a five-point list:

1. Introduction, including thesis statement and hook if you've written it already
2. Example one, with details, evidence
3. Example two, with details, evidence
4. Example three, with details, evidence
5. Conclusion that restates thesis

Here is an example of how a student constructed a simple outline based on her brainstorming.

Question: An influential person is one who leaves a footprint in the sand of our soul. To me, the most influential person I can think of is . . .

1. Some people come into our lives and teach us some of life's most important lessons, while others are there to guide us through the day-to-day decisions and trivialities. My grandmother did both, influencing my life in many ways, both big and small.
2. Matriarch of family
 - gave advice on dating, money, problems, etc.
 - came to family's aid (cousin Joe's jail time)
3. Hard worker—inspired to reach our goals
 - worked full time—made money for kid's college
 - amazing single parent—kept household, kids' lives together
4. Independent—own voice
 - stood up for her beliefs
 - friends—all races
 - didn't allow ethnic jokes/put-downs in her house
5. Conclusion

► Drafting Your Essay

Using your outline as a guide, write your essay, using paragraphs to separate your major points. For each paragraph, write a topic sentence that clearly and succinctly explains the point you are making. Do not go off on tangents, but adhere to your plan. If you come up with another strong major point, use it, but don't freewrite or ramble. Avoid unnecessary words and phrases, including clichés. The literary equivalent of “blah blah blah” may fill up lines, but it won't score you points (see the box below on essay length).

Keep your reader in mind. This person will give you a score based on how well you write, and how well

you addressed the topic. Don't risk alienating or offending him or her by using words and a tone that are too formal or too casual. Avoid controversy; religion, politics, and race relations are all examples of topics that have the potential to offend. Because you don't know the personality of your scorer, steer clear of anything that might upset him or her. You are trying to convince your reader that you can write well, and that what you are saying is reasonable and intelligent. If you alienate, confuse, or offend, your essay score will probably suffer.

In addition, your reader can't give you a score if he or she can't figure out what you've written. Unless your cursive is very easy to read, print your essay. The importance of legibility can't be overstated.

A Word about Length

You may have noticed when reading the scoring rubric that length was not mentioned, either as an attribute of a high-scoring essay, or a detriment to a low-scoring one. However, a recent study of essays used to train scorers indicated that length is indeed considered. The College Board weighed in on the controversy, noting that longer essays are typically better developed, and better meet the other scoring criteria.

What can you take away from the dispute? If you follow the advice in this chapter, writing five paragraphs that include thesis or topic sentences, examples and evidence, transitions, and a solid conclusion, you should fill, or be close to filling, your answer sheet. In other words, don't let the controversy change the way you approach the essay. Aiming for a specific length takes time—something that's in short supply during the test. Instead, follow the plan, and your essay will not only be “long enough,” it will be well developed, organized, and otherwise well written.

Grammar Pitfalls

The three most common grammatical errors students make on the SAT essay involve confusing words (they're, there, their), agreement (singular nouns with singular verbs, plural nouns with plural verbs), run-ons, and sentence fragments. These issues are explained in Chapter 2. It's worth taking another look at them to make sure you understand each one. In particular, study the list of confused and misused words. They're the kind of error that can really detract from the quality of your essay, and call your language skills into question.

Proofreading

You should have about five minutes left to reread your essay. Check for the following do's and don'ts:

- Do begin with an interesting hook and strong thesis statement.
- Do provide details, examples, and supporting evidence in each paragraph.
- Do use paragraph breaks to help the reader see your main points (one point per paragraph).
- Do transition smoothly from one idea to the next.
- Do check your vocabulary (substitute more descriptive words and synonyms where possible).
- Do end strongly with a conclusion that restates your thesis.
- Don't forget to look for and correct mistakes in grammar, spelling, and punctuation (see the box below).
- Don't miss the opportunity to complete thoughts and phrases that could leave your reader guessing.
- Don't leave in rambling thoughts that are off the topic.

► Essay Writing Workshop

In this section, we'll put it all together. Three essays of varying quality will be presented, and you'll score them using the SAT essay rubric. Then, we'll examine in detail what worked, what didn't, and what score each essay would receive. In addition, you'll have the opportunity to practice writing quick thesis statements and hooks to a number of sample prompts. These exercises are designed to help you put into practice what you learned in this chapter, and prepare you for writing your own essays in the next three chapters.

Essay Scoring

1. Prompt:

An environmental problem facing our world today is _____.

Assignment: Finish the sentence, and use your completed statement as the basis for an essay.

Global warming which means that it is getting warmer all over the globe, is a serious environmental problem. It is bad for the environment, nature, animals, and humans as well. Global warming causes a lot of glaciers to melt which then causes more floods and makes the ocean warmer which could hurt certain kinds of fish. Global warming also leads to more fires in general and increases the rate of cancer in humans, especially skin cancer.

In order to stop global warming, we should study the greenhouse effect. Because we use too much oil and gas and pollute the air on a regular basis, hot air can't escape the atmosphere. We need to use less oil and gas so the hot air can get out. People don't need to drive trucks and SUVs all the time because they use more gas and cause more air pollution. We also don't have to use air conditioning all the time. People need to remember that minivans and air conditioning are luxuries not necessities.

If everyone agreed to change their habits, it would help the environment a lot. So, we should find out what needs to be done to solve this serious environmental problem and do whatever it takes.

Score: _____

2. Prompt:

The principle is this: each failure leads us closer to deeper knowledge, to greater creativity in understanding old data, to new lines of inquiry.

Thomas Edison experienced 10,000 failures before he succeeded in perfecting the light bulb. When a friend of his remarked that 10,000 failures was a lot, Edison replied, "I didn't fail 10,000 times, I successfully eliminated 10,000 materials and combinations that didn't work."

—Myles Brand,
"Taking the Measure of Your Success"

Assignment: What is your view on the idea that it takes failure to achieve success? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

Imagine attempting a task dozens of times, failing each time to accomplish it. No matter how hard you try, you cannot improve. Myles Brand wrongly suggests, in *Taking the Measure of Your Success*, that

failure is one of the most important factors involved in achieving success. He notes that, "each failure leads us closer to deeper knowledge, to greater creativity in understanding old data, to new lines of inquiry." But what if, as in the example above, countless failures end with a poor result? It is not failures themselves that lead to success, but rather a combination of natural ability, persistence, and even luck.

When I started competitive swimming, at age seven, I had some natural ability. Swimming came easily to me. When shown the correct techniques for strokes, turns, and starts, I was able to employ them much quicker than many of my teammates. In fact, within a few months, I was swimming faster than some kids who were on the team for a few years. They had "failed" many times in the meets they swam in, but it didn't seem to help them understand the techniques ("old data") or to come up with better strategies ("new lines of inquiry"). I "failed" just a few times that first year, but my times were better. My natural ability helped me to achieve more in comparison with their numerous failures.

Persistence has also been a factor in my success. For the past eight years, I have attended practice at least three days a week, with a short break between each of two seasons. I swim at least 300 days a year. This persistence has allowed me to improve both technique and speed. In comparison, those who don't continue to practice frequently and find ways to swim better and faster don't make the times I do. On my old team, we practiced for an hour and a half, three days a week, forty weeks a year. On my new team, practice is five days a week for two hours, and we have just four weeks off a year. This new practice schedule has helped me to take seconds off every time, and my new team as a whole performs better than the old one.

Luck is also a factor in success. I once won a regional meet because my competitor, who was one

hundredth of a second ahead, made an error and was disqualified. Another time, a competitor was sick on the day of the meet and didn't swim his best time (which would have beaten me). My successes at those meets involved, at least in part, luck.

So failure is just one part of success. The more important factors are natural ability, persistence, and luck.

Score: _____

3. Prompt:

Parents should give their children a weekly allowance because _____.

Assignment: Finish the sentence, and use your completed statement as the basis for an essay

Parents should give their children a weekly allowance because it gets them to work around the house. My parents paid me, and my brothers and sister. I never liked doing chores, but getting an allowance each week (if I did my chores) made it not so bad. In fact, sometimes I did extra (like reorganizing the pantry) to get some extra money for something I really wanted.

I think having my allowance depend on my doing chores made me understand what it's like to work. In the "real world," you don't get paid if you don't do your work. That's how it was in our house.

I also learned that it's hard work to keep a house going. I learned to appreciate all the hard work my mom and dad use to do. In addition, I learned how to save money. I would set aside my allowance to save up for something I wanted, like a new CD player or outfit.

In my opinion, parents should give an allowance for doing chores, but it shouldn't be too much. Children should know that they need to help no matter what. Too much money I think would make him or her

feel like their hired help or something. Contrarily, too little money can make him or her feel like their help isn't worth anything to his or her parents. So finding the right amount is important.

In conclusion, giving children an allowance for doing household chores is a good idea. Children learn to work for their money and save what they earn.

Score: _____

Practice Thesis Statements

Recall that a thesis statement directly refers to and takes a stand on the topic. It should be no longer than one sentence. A confident tone and clear, concise language are also hallmarks of great thesis statements.

General Directions

Write a thesis statement for each of these three quotes. Possible answers are found at the end of the chapter, on page 74.

1. Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.

—Helen Keller

Assignment: Is the character developed, and ambition and success achieved, only through adversity? Take a position on this topic, and write an essay that explains and supports your point of view.

2. Education is a method whereby one acquires a higher grade of prejudices.

—Lawrence J. Peter

Assignment: Education is predominantly spoken of in terms of broadening students' perspectives, opening them up to a wider world beyond their own. Is this always the case? Do you agree with Peter that education makes one more discriminating, in effect narrowing one's scope and lowering one's tolerance?

3. *History is the version of past events that people have decided to agree upon.*

—Napoleon Bonaparte

History illumines reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.

—Cicero

Assignment: Consider the two contrasting statements above. Choose the quotation that most closely reflects your viewpoint. Write an essay that explains your choice. To support your view, use examples that may include your own personal experience and observation.

Practice Hooks

A hook is an opening line or lines that provides the interest needed to draw the reader into the essay. For the following three assignments, write either a questioning hook, or one that presents a dramatic scenario, statistic, or quote. Possible answers are found at the end of the chapter, on page 74.

1. Contentious discourse is a part of our everyday lives. People argue about topics such as politics, religion, moral values, often causing more harm than good. As Supreme Court Justice Louis Brandeis said, "Behind every argument is someone's ignorance."

Assignment: Is there value to an argument, or are differences better managed in another way?

2. *During periods of relaxation after concentrated intellectual activity, the intuitive mind seems to take over and can produce the sudden clarifying insights which give so much joy and delight.*

—Fritjof Capra

Assignment: Our society rewards hard work. Hours on the job have increased as technology makes it easier to work from home, while commuting, and even while on vacation. Is all this work good for us? What are the benefits of down time that we could be missing?

3. Many people blame their failures on not "being in the right place at the right time." That idea assumes that those who succeed do so passively, because of luck. Ellen Metcalf says, however, that it is an active process: "You have to recognize when the right place and the right time fuse and take advantage of that opportunity. There are plenty of opportunities out there. You can't sit back and wait."

Assignment: Do you agree with Metcalf that being in the right place at the right time is not enough? Is success simply opportunity, or is it what we do with opportunity?

► Commit to Memory

For your review, here are the most important points made in Chapter 3:

- Choose a point of view to argue, and stick to it (don't mention both sides of an argument while flip-flopping back and forth).
- Develop your ideas logically (use transition words, and don't jump randomly from one thought to another).
- Support your ideas with appropriate examples and evidence (think concrete and precise—don't make assertions you can't back up).
- Use clear, concise language, and proofread for spelling, punctuation, and grammar mistakes ("big words" used to show off, and long complicated sentences won't get you points).
- Write only in the space provided (wide margins, skipping lines, large indents, and handwriting that's too big will waste space).
- Review areas you've studied to get ideas for examples and evidence.
- Practice writing thesis statements and hooks that will make your first paragraph strong and memorable.
- Choose three main points to develop in the three body paragraphs; use topic sentences to introduce the points and provide focus for the paragraphs.
- Honesty doesn't count; your scorers will never know if your uncle is a self-made millionaire, you rode the biggest roller coaster in the world 40 times, or your best friend is a stunt double.
- Use your conclusion to reassert the point of your thesis statement without citing it verbatim.
- Budget your time as follows: planning = 4–6 minutes, drafting = 14–16 minutes, and proofreading (editing) = 3–5 minutes.

► Answer Key

Essay Scoring

1. In this essay, the writer says global warming causes many problems, has many causes, and can be stopped. Supportive examples for these ideas are located in both the introductory paragraph and one body paragraph. Sentence structure is varied, evidence and examples are plentiful, and the grammar mistakes don't detract significantly from the points the author makes. As is, the essay would probably receive a score of 4. How could it become a six? The biggest problem with the essay is organization.

In order to improve her score, this writer would have to spend some time reorganizing her major points and examples. Instead of three paragraphs, there should be five. She has enough information to put one point into each body paragraph. Reiterating the thesis statement and major points, rather than introducing new information, would strengthen the conclusion.

2. This essay succeeds on a number of levels. First, it takes a firm stand on the prompt and adheres to it throughout. Evidence and pertinent examples support the position. Second, it is well organized. The five-paragraph structure allows the writer to explore his three chosen subjects, while maintaining a clear focus. This allows the reader to follow him easily. Third, there are very few grammar, usage, or mechanics errors. And fourth, it is well styled. It begins with a hook, and has a strong, direct thesis statement. The vocabulary and sentence structure are varied, and the conclusion restates the thesis. This is a 6 essay.
3. This essay satisfies the requirements of the writing prompt in an abbreviated manner, giving only brief examples and developing ideas inconsistently. It has a general focus, there is an obvious attempt at organization, and ideas are

presented in a logical progression. However, there is an uneven control of mechanics, and sentence structure is not varied. Word choice is not formal enough (*made it not so bad, hired help or something, contrarily*) and negatively affects the quality of the essay. This is a 3 essay. To improve it, the author would have to elevate the tone, correct errors in mechanics, and work to develop his major points in greater depth.

Practice Thesis Statements

The following are provided as examples. Your thesis statements will differ. Evaluate your work by asking:

- Is it clear and direct?
 - Does it relate to the topic?
 - Is it clichéd?
 - Is it confident or are there disclaimers that diminish its strength?
1. Trial and suffering are not the only ways through which to triumph; many people of character have achieved great success while living lives of ease and comfort.
 2. Education is about expanding one's view of the world; to become truly educated, one must learn about and study different ideas and perspectives without passing judgment.
 3. The importance of studying history should not be overestimated; it is not an objective collection of data, but rather a subjective retelling of a few selected events.

Practice Hooks

The following are provided as examples; your hooks will differ. As you evaluate your responses, keep in mind that effective hooks are questions, dramatic scenarios, statistics, or quotes designed to entice the reader. They are complete sentences (not titles), and never address the reader directly (I'm going to tell you about . . .). Hooks are also not as direct as thesis statements—they don't always make clear the direction your essay will take.

1. It's 11:30 P.M.; the late news is over, and I can hear my father again, arguing politics with my mother. They've never convinced one another the other side was wrong, or come to any agreement, but that doesn't stop them from this nightly ritual.
2. Americans work more hours than any other industrialized nation in the world. In fact, since 1990, the average annual work total in the United States has increased by one week.
3. What do Bill Gates, Debbie Fields, and my cousin Len have in common? Yes, they all started multi-million-dollar businesses. But more important, they had the same opportunities that countless other people had, and they worked hard to turn those opportunities into success stories.

CHAPTER

4



Practice Test 1

► Section 1

Time: 25 minutes

Essay

Directions: In the essay, you will demonstrate how well you develop and present ideas. Your goal is to clearly use language, firmly take a point of view, and logically advance your argument.

You must use only the space provided, which will be adequate if you pay attention to handwriting size and margins. Avoid leaving extra space, such as through double-spacing or leaving a blank line between paragraphs. Write legibly so the scorers of your essay can understand what you have written. You may use your test booklet to take notes and organize your thoughts, but only what is written on the answer sheet will be scored.

There are 25 minutes in which to write your essay. Carefully read the prompt and your assignment. Respond only to the assignment—off-topic essays will receive a zero.

Success is the ability to go from one failure to another with no loss of enthusiasm.

—Winston Churchill

Assignment: Persistence in the face of failure is not always rewarded by success. Many people struggle for years without achieving their goal(s). Is there a point at which it makes sense to “throw in the towel?” Do you agree or disagree with the familiar saying “if at first you don’t succeed, try, try again”? Plan your response, and then write an essay to explain your viewpoint. Support your position with specific examples and evidence, which may be from personal experience or observations; your reading or studies; or knowledge of subjects such as history, literature, and science.

[illegible]

[illegible]

► Section 2

Time: 25 minutes

35 multiple-choice questions

ANSWER SHEET:

1.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
2.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
3.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
4.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
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9.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
10.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
11.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
12.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
13.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
14.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
15.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
16.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
17.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
18.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
19.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
20.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
21.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
22.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
23.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
24.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
25.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
26.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
27.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
28.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
29.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
30.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
31.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
32.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
33.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
34.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e
35.	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e

General Directions: Choose the best answer to each question and fill in the oval that matches that answer on your answer sheet. Errors must be erased completely.

Directions: Each of the following sentences has four underlined words or phrases. Read each sentence and determine which underlined portion, if any, has an error in grammar, usage, word choice, or idiom (standard expression). If there is no error, select choice **e**—No error. No sentence has more than one error.

1. If you're bothered by pesky telemarketers constantly interrupting you, register with the National

a

b

c

Do Not Call Registry to add you're home and/or cell phone number to their list. No error.

d

e

2. Last year's runner up and her presented the award together at this year's well-attended ceremony.

a

b

c

d

No error.

e

3. During the past decade, we experience many changes in technology that greatly improved the quality

a

b

c

of our lives. No error.

d

e

4. Fermat's last theorem survived for 350 years as a hypothesis until English mathematician Andrew Wiles,

a

who devoted most of his career to the problem, proved it in 1994. No error.

b

c

d

e

5. From 1947 to 1956, thousands of scrolls and fragments of ancient manuscripts has been found in caves

a

on the shore of the Dead Sea, including early copies of biblical books in Hebrew and Aramaic. No error.

b

c

d

e

6. Historians agree that the combat mission was a failure because the soldiers were inadequate armed.

a

b

c

d

No error.

e

PRACTICE TEST 1

7. Due to increased interest on the subject of motocross racing, our county library now has the
a b c d
AMA Pro Racing Series Guide. No error.
e
8. Between all of the members of their team, they couldn't decide who should throw out the first pitch.
a b c d
No error.
e
9. Ron's untimely entrance on stage disrupted the scene and caused the actors to flub they're lines. No error.
a b c d e
10. Because we experience temperatures below freezing and having mild summers, we can't garden with
a b c d
tropical plants. No error.
e
11. Having a membership to a health club has helped me to lose weight, increase my overall fitness level,
a b c
and introduced me to new friends. No error.
d e
12. While only seven of Emily Dickinson's poems were published in her lifetime, she wrote 1800 over
a b c
the course of thirty-five years. No error.
d e
13. If one is looking to buy a used car, you should check the classified section of the local paper, where many
a b c
sellers advertise. No error.
d e
14. Recent studies show that certain plant species developed by man are very susceptible to some diseases
a b c d
than native species. No error.
e
15. Eliza laid down on her bed to rest while the rest of her family enjoyed the appetizing meal prepared by
a b c d
her grandmother. No error.
e

PRACTICE TEST 1

16. The best dish on the menu is Tiramisu, a dessert comprised mainly of mascarpone cheese and ladyfingers, that translate from Italian as “pick me up.” No error.
17. Pouring over thousands of applications each spring, the Admissions Committee decides who will be in the next freshman class. No error.
18. The more I read about deep sea fishing, the more it makes me want to get out there and try it. No error.
19. The difference between you and me is that you get your best work done in the morning while I perform better in the evening. No error.

Directions: In each of the following sentences, part or all of the sentence is underlined. The underlined text may contain an error in sentence construction, grammar, word choice, or punctuation. Choice **a** repeats the original underlined text. If there is no error in the underlined portion, choose **a**. If there is an error, select the answer choice that most effectively expresses the meaning of the sentence without any ambiguity or awkwardness.

- 20.** To make garlic roasted potato skins, bake six russet potatoes and roast one small head of garlic; then, squeeze the garlic into a small bowl and mash with two tablespoons of butter, salt, and pepper.
- a. To make garlic roasted potato skins, bake six russet potatoes and roast one small head of garlic;
 - b. To make garlic roasted potato skins, first you bake six russet potatoes and roast one small head of garlic,
 - c. To make garlic roasted potato skins, in the oven bake six russet potatoes and roast one small head of garlic,
 - d. Bake six russet potatoes and roast one small head of garlic to make garlic roasted potato skins;
 - e. Making garlic roasted potato skins, bake six russet potatoes and roast one small head of garlic in the oven for 40 minutes;
- 21.** I need to get a handle on my credit-card charging, and my budget will be in serious trouble.
- a. charging, and my budget will be in serious trouble.
 - b. charging. My budget will be in serious trouble.
 - c. charging. My budget has been in serious trouble.
 - d. charging, or my budget will be in serious trouble.
 - e. charging, or my budget was in serious trouble.
- 22.** Awkwardly tall and prone to tripping over her own feet, Grace felt her name was truly a misnomer.
- a. Awkwardly tall and prone to tripping over her own feet,
 - b. Because she is awkwardly tall and prone to tripping over her own feet,
 - c. Awkwardly tall and prone to trip over her own feet,
 - d. Grace is awkwardly tall and prone to tripping over her own feet.
 - e. Awkwardly tall in height, and prone to tripping over her own two feet.
- 23.** Kyle was able to surmount the difficulties of an uncooperative staff, an impossible deadline, and a complicated project; in order to present the report to the client.
- a. an uncooperative staff, an impossible deadline, and a complicated project; in order to present the report to the client.
 - b. an uncooperative staff, an impossible deadline, and a complicated project in order to present the report to the client.
 - c. an uncooperative staff, an impossible deadline, and complicated project in order to present the report to the client.
 - d. an uncooperative staff, impossible deadline, and a complicated project in order to present the report to the client.
 - e. a staff that was uncooperative, an impossible deadline, and a project that was complicated in order to present the report to the client.

- 24.** Ariana was outstanding as the moderator; she handled the intensely heated debate with great finesse, diplomatically and tactfully keeping the conversation on track.
- she handled the intensely heated debate with great finesse, diplomatically and tactfully keeping the conversation on track.
 - she handled the intensely heated debate with great finesse; diplomatically and tactfully keeping the conversation on track.
 - she handled the debate with great finesse, keeping the conversation on track.
 - she handled the intensely heated debate with great finesse, and then she diplomatically and tactfully kept the conversation on track.
 - the intensely heated debate was handled with great finesse, and the conversation was diplomatically and tactfully kept on track.
- 25.** When she saw that our rivals were wearing the same one, another track uniform was ordered by our coach.
- another track uniform was ordered by our coach.
 - another track uniform that was different was ordered by our coach.
 - while our coach ordered another track uniform.
 - our coach will order another track uniform.
 - our coach ordered another track uniform.
- 26.** The Netherlands, often wrongly referred to as Holland, are best known for artists such as Rembrandt and Van Gogh, tulips, windmills, and social tolerance.
- The Netherlands, often wrongly referred to as Holland, are best known for artists such as Rembrandt and Van Gogh, tulips, windmills, and social tolerance.
 - The Netherlands, which are often wrongly referred to as Holland, are best known for artists such as Rembrandt and Van Gogh, tulips, windmills, and social tolerance.
 - The Netherlands, wrongly referred to as Holland, are known for artists such as Rembrandt and Van Gogh, tulips, windmills, and tolerance.
 - The Netherlands, often wrongly referred to as Holland, is best known for artists such as Rembrandt and Van Gogh, tulips, windmills, and social tolerance.
 - The Netherlands, which are often wrongly referred to as Holland, is best known for artists such as Rembrandt and Van Gogh, tulips, windmills, and social tolerance.
- 27.** Cable television is revolutionary in its capacity to provide services to users, also offering Internet access that replaces slow, unreliable dial-up service.
- also offering Internet access that replaces slow, unreliable dial-up service.
 - while offering Internet access that replaces slow, unreliable dial-up service.
 - while, offering Internet access that replaces slow, unreliable dial-up service.
 - while they offer access to the Internet that replaces dial-up service that is slow and unreliable.
 - including offering Internet access that replaces slow, unreliable dial-up service.

28. He broke the railing while vacationing on his hotel room balcony, but paid for all of the necessary repairs.

- a. He broke the railing while vacationing on his hotel room balcony,
- b. He broke the railing while vacationing on his hotel room balcony;
- c. While vacationing, he broke the railing on his hotel room balcony,
- d. He broke the balcony railing while vacationing on his hotel room,
- e. While on vacation, he broke the railing that was on his hotel room balcony,

29. As the personal PC revolution continued, clunky bulky monitors were replaced by sleek space-saving flat-screen displays.

- a. clunky bulky monitors were replaced by sleek space-saving flat-screen displays.
- b. monitors, which were clunky and bulky, were replaced by displays that have flat screens and save space.
- c. clunky, bulky monitors were replaced by flat-screen displays that are sleek and save space as well.
- d. sleek, space-saving flat-screen displays replaced clunky, bulky monitors.
- e. there was a replacement of the clunky, bulky monitors by sleek ones with flat screens that save space.

30. Like the Allies and the Nazis, our team overcame a great power to win the championship.

- a. Like the Allies and the Nazis,
- b. As with the Allies and the Nazis,
- c. Compared to the Allies and the Nazis,
- d. Similarly to how the Allies vanquished the Nazis,
- e. Like the Allies vanquished the Nazis,

Directions: Questions 31–35 are based on the following passage, a first draft of an essay about the Cold War. Read the passage and the questions that follow. For each question, choose the answer that will most improve the passage. Some questions ask you to choose the best revision of a particular sentence or pair of sentences. Other questions ask you to consider how to best improve the overall organization of the passage. In each case, the correct answer is the one that most closely conforms to the conventions of formal writing.

(1)The Cold War is one of the most interesting and troubling times in American history. (2)Several important historical events led to the Cold War. (3)First, in 1939, Albert Einstein wrote a letter to President Franklin D. Roosevelt. (4)In that letter, Einstein told Roosevelt that it was possible to create an atomic weapon, and he asked for funds to aid research and experimentation. (5)Roosevelt agreed, and the government created the Manhattan Project, a massive effort to develop nuclear weapons. (6)Next, the date that will live in infamy: August 6, 1945. (7)The United States dropped an atomic bomb on Hiroshima, Japan. (8)An estimated 150,000 civilians were killed in the attack. (9)President Truman claimed that dropping the bomb was necessary to force Japan to surrender and end World War II. (10)Others argue that we used the bomb to show the Soviet Union that we were the superior world power. (11)Though the United States and the U.S.S.R. were officially allies, tensions between the two countries were high. (12)A deep ideological battle between Communism and Capitalism was already in place.

(13)In 1947, the Truman Doctrine was established, redefining American foreign policy with a “policy of containment” which framed our foreign policy as a battle between “good” and “evil.” (14)This dramatically increased the growing tension between the two countries.

- 31.** What is the most fitting title for the essay?
- Einstein's Role in the Truman Doctrine
 - Hiroshima—Battle Between Good and Evil
 - The Cold War in Historical Context
 - The Manhattan Project and the Cold War
 - 1945—The Beginning of the Cold War
- 32.** Which of the following is the most effective combination of sentences 1 and 2 (reprinted below)?
 (1)*The Cold War is one of the most interesting and troubling times in American history.* (2)*Several important historical events led to the Cold War.*
- Several important historical events led to the Cold War, which was one of the most interesting and troubling times in American history.
 - The Cold War was led to by several important historical events, one of the most interesting and troubling times in American history.
 - Several important historical events were the most interesting and troubling times in American history, and led to the Cold War.
 - The Cold War, which was one of the most interesting and troubling times in American history, was led to by several important historical events.
 - One of the most interesting and troubling times in American history was the period of time which we call the Cold War; several important historical events led to the Cold War.
- 33.** The best paragraphing revision to this essay would be which of the following?
- Combine paragraphs 1 and 2.
 - Start a third paragraph with sentence 6.
 - Start a third paragraph with sentence 5.
 - Start a third paragraph with sentence 9.
 - No change to existing paragraph structure is necessary.
- 34.** The revision to sentence 13 (reprinted below) that would most improve the essay is:
 (13)*In 1947, the Truman Doctrine was established, redefining American foreign policy with a "policy of containment" which framed our foreign policy as a battle between "good" and "evil."*
- In 1947, American foreign policy was redefined by the Truman Doctrine, which presented our foreign policy as a "policy of containment," which framed our foreign policy as a battle between "good" and "evil."
 - In 1947, American foreign policy was redefined by the Truman Doctrine, making our foreign policy a "policy of containment," and framing our foreign policy as a battle between "good" and "evil."
 - American foreign policy was redefined by the Truman Doctrine in 1947, turning it into a "policy of containment," which framed our foreign policy as a battle between "good" and "evil."
 - The Truman Doctrine was established in 1947 as a battle between "good" and "evil" that redefined American foreign policy and presented our foreign policy as a "policy of containment."
 - The Truman Doctrine redefined American foreign policy in 1947 as one of containment, framing the policy as a battle between "good" and "evil."
- 35.** In the context of the passage, which of the following is the most effective revision of sentence 10 (reprinted below)?
 (10)*Others argue that we used the bomb to show the Soviet Union that we were the superior world power.*
- Place a comma after *superior*.
 - Change the present tense verb *argue* to the past tense *argued*.
 - Remove the word *that* both times it appears.
 - Insert the phrase *some might say wrongly* after the word *argue*.
 - Leave the sentence as is.

► Section 3

Time: 10 minutes

14 multiple-choice questions

ANSWER SHEET:

- | | | | | | | | | | | | |
|----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 8. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 2. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 9. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 3. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 10. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 4. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 11. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 5. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 12. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 6. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 13. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 7. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 14. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |

Directions: In each of the following sentences, part or all of the sentence is underlined. The underlined text may contain an error in sentence construction, grammar, word choice, or punctuation. Choice **a** repeats the original underlined text. If there is no error in the underlined portion, choose **a**. If there is an error, select the answer choice that most effectively expresses the meaning of the sentence without any ambiguity or awkwardness.

1. The numerous beneficial effects of taking a vacation include stress reduction and the increased ability to concentrate, it's no wonder that managers recommend that all employees take their full two weeks.
 - a. concentrate, it's no wonder
 - b. concentrate so that it's no wonder
 - c. concentrate; it's no wonder
 - d. concentrate so it's no wonder
 - e. concentrate,
2. Domesticated hounds are fatter than 50 years ago; since 1950, the average hound's weight has increased six pounds.
 - a. Domesticated hounds are fatter than 50 years ago;
 - b. Domesticated hound's are fatter than 50 years ago,
 - c. Domesticated hounds, being fatter than 50 years ago;
 - d. Domesticated hounds are fatter than they were 50 years ago;
 - e. Being fatter than 50 years ago,
3. Ms. Lu allowed her son a great deal of latitude in spending his birthday money, because she believed it should be his decision.
 - a. because she believed
 - b. and she believed
 - c. as a result, she believed
 - d. in spite of the fact that she believed
 - e. because she believes
4. As the saying goes better late than never.
 - a. As the saying goes better late than never.
 - b. As the saying goes; better late than never.
 - c. As the saying goes: better late than never.
 - d. As the saying goes better late than never!
 - e. As the saying goes, better late than never.
5. Riding through town on the way to her orthodontist appointment, which was last Tuesday.
 - a. Riding through town on the way to her orthodontist appointment, which was last Tuesday.
 - b. Riding through town on the way to her orthodontist appointment, that was last Tuesday.
 - c. She rode through town on the way to her orthodontist appointment, which was last Tuesday.
 - d. Last Tuesday, riding through town on the way to her orthodontist appointment.
 - e. Riding through town last Tuesday on the way to her orthodontist appointment.

- 6.** Held in 1985, Bob Geldof organized the first Live Aid Concert to benefit famine victims in Africa.
- Held in 1985, Bob Geldof organized the first Live Aid Concert to benefit famine victims in Africa.
 - Bob Geldof organized the first 1985 Live Aid Concert to benefit famine victims in Africa.
 - Held in 1985, to benefit famine victims in Africa, Bob Geldof organized the first Live Aid Concert.
 - Held in 1985, the first Live Aid Concert to benefit famine victims in Africa was organized by Bob Geldof.
 - Bob Geldof organized the first Live Aid Concert, which was held in 1985, to benefit famine victims in Africa.
- 7.** Anarchists are those who believe any form of government is bad, in contrast totalitarians believe there should be one political party that rules a nation.
- bad, in contrast totalitarians believe
 - bad, to which totalitarians, believing
 - bad, in contrast to which totalitarians believe
 - bad, in contrast to totalitarians, who believe that
 - bad; in reference to totalitarians, which in contrast are
- 8.** When the house on the corner burned down, the victims' lives were reestablished because the entire neighborhood rallied together to help them.
- the victims' lives were reestablished because the entire neighborhood rallied together to help them.
 - the victims' lives were reestablished because of the rallying together of the entire neighborhood in order to help them.
 - the entire neighborhood reestablished their lives when they rallied together to help the victims.
 - the victims' lives were reestablished when the neighborhood rallied together to help them.
 - the entire neighborhood rallied together to help the victims reestablish their lives.
- 9.** Planning my winter vacation, a few hotels had decent rates for the week in February I've got off.
- Planning my winter vacation,
 - While planning my winter vacation,
 - Since I am planning my winter vacation, I found
 - Planning my winter vacation, I find
 - While planning my winter vacation, I found that

- 10.** If one is reading Dostoevsky, you should probably keep a chart of all the characters so you don't get confused; many of their names are similar.
- a. If one is reading Dostoevsky, you should probably keep a chart of all the characters so you don't get confused; many of their names are similar.
 - b. If you are reading Dostoevsky, you should probably keep a chart of all the characters so you don't get confused; many of their names are similar.
 - c. If one is reading Dostoevsky, you should probably keep a chart of all the characters so you don't get confused; many of their names are similar.
 - d. If you are reading Dostoevsky, you should probably keep a chart which will help you keep from getting confused by all of the characters' names because many of them are similar.
 - e. When reading Dostoevsky, keep a chart of all the characters so you don't get confused; many of their names are similar.
- 11.** The judge dismissed the extraneous evidence, which the jury seemed interested in, because it was not pertinent to the trial, despite the vociferous objections of the prosecutors.
- a. The judge dismissed the extraneous evidence, which the jury seemed interested in, because it was not pertinent to the trial
 - b. The extraneous evidence which interested the jurors was dismissed by the judge because it was not pertinent to the trial
 - c. The judge dismissed the evidence which the jury seemed interested in that was extraneous because it was not pertinent to the trial
 - d. The judge dismissed the extraneous, impertinent evidence because the jury seemed interested in it
 - e. The judge dismissed, which the jury seemed interested in it, the extraneous evidence because it was not pertinent to the trial
- 12.** Once they are established, perennials need to be dug up and divided every few years, to keep them healthy.
- a. perennials need to be dug up and divided every few years,
 - b. perennials need to be dug up and divided every few years
 - c. dig up perennials and divide them every few years
 - d. perennials are dug up and divided every few years,
 - e. digs and divides them every few years

13. My roommate orders take-out dinners from Oriental Wok at least twice a week, and they're better than the other Chinese restaurant in town.

- a. and they're better than the other Chinese restaurant in town.
- b. because the food is better than that of the other Chinese restaurant in town.
- c. she knows that they're better than the other Chinese restaurant in town.
- d. so they're better than the other Chinese restaurant in town.
- e. they're better than the other Chinese restaurant in town.

14. With a show-stopping display of reds and oranges, it was the most perfect sunset.

- a. With a show-stopping display of reds and oranges, it was the most perfect sunset.
- b. It had a show-stopping display of reds and oranges, and it was the most perfect sunset.
- c. With a show-stopping display of reds and oranges, it was a perfect sunset.
- d. Giving us a show-stopping display of reds and oranges, it was the most perfect sunset.
- e. With a show-stopping display, of reds and oranges, it was a perfect sunset.

► Answer Key

Section 1: Essay

Use the following rubric to evaluate your writing. This practice essay is included so you can work on time man-

agement and the specific essay-writing strategies you learned in Chapter 3. It's also here for you to compare your finished product with the rubric. The more you practice and perform these evaluations, the better you'll understand exactly what your scorers are looking for.

- | | |
|----------|--|
| 6 | <ul style="list-style-type: none"> ■ Demonstrates outstanding writing skills ■ Includes a clear and insightful point of view on the question and reflects excellent critical thinking, using strong examples and other evidence to support this point of view ■ Contains a strong organization and focus, a clear sense of unity, and a skillful flow of ideas ■ Demonstrates a strong command of language, with varied and appropriate word choice, and meaningful variation in sentence structure ■ Contains few, if any, errors in grammar, usage, and mechanics |
| 5 | <ul style="list-style-type: none"> ■ Demonstrates effective writing skills ■ Includes a clear point of view on the question and reflects strong critical thinking, using good examples and other evidence to support this point of view ■ Contains strong organization and focus, a sense of unity, and a flow of ideas ■ Demonstrates a good command of language, with appropriate word choices and variation in sentence structure ■ Contains few errors in grammar, usage, and mechanics |
| 4 | <ul style="list-style-type: none"> ■ Demonstrates competent writing skills, but the quality of the writing may be inconsistent ■ Includes a point of view on the question and reflects competent critical thinking, using sufficient examples to support this point of view ■ Contains a general organizational plan and focus, with some unity and flow of ideas ■ Demonstrates a sufficient but inconsistent command of language, with mostly appropriate word choice and some variation in sentence structure ■ Contains some errors in grammar, usage, and mechanics |
| 3 | <ul style="list-style-type: none"> ■ Demonstrates inadequate, but not incompetent, writing skills ■ Includes a point of view on the question, reflecting some critical thinking, but this point of view may be inconsistent or incomplete, and support may be lacking ■ Contains a limited organizational strategy and focus, with a weak or inconsistent sense of unity and flow of ideas ■ Demonstrates a developing but weak command of language, with weak or inappropriate vocabulary, little or no variation in sentence structure, and may contain errors in sentence construction ■ Contains many errors in grammar, usage, and mechanics |

- 2**
- Demonstrates limited writing skills and may contain serious flaws
 - Includes a limited or vague point of view on the question and reflects poor critical thinking, using inadequate or irrelevant examples or other support
 - Displays a weak sense of organization and/or focus, and may lack unity and/or flow of ideas
 - Demonstrates an inadequate command of language, with limited or incorrect vocabulary, and incorrect or flawed sentence structure
 - Contains serious errors in grammar, usage, and mechanics that may make the writing difficult to understand
- 1**
- Demonstrates incompetence in writing and contains serious flaws
 - Does not contain a point of view on the question, or provides little or no support for the point of view
 - Lacks organization and/or focus, unity, and a flow of ideas
 - Contains serious errors in vocabulary and sentence structure
 - Contains serious errors in grammar, usage, and/or mechanics that make the writing difficult to understand
- 0**
- An essay that does not answer the question, or is blank, receives a zero.

(Adapted from The College Board)

Here are examples of a couple of essays written on the assignment:

It might sound ironic, but sometimes the best way to gain confidence is to keep trying to accomplish something that seems to bring nothing but failure. In seventh grade, I had a best friend who was an incredible athlete. I was pretty coordinated myself, but because I was so insecure, I never seemed to be any good at sports. I was so afraid of missing the ball that I would be sure to swing and miss, even if it was right over the plate. But Katie was my best friend, and if she joined a team, I did, too. Or at least I tried. Katie was a starter for the junior varsity field hockey team; I sat on the bench all season. Katie played regularly in JV basketball; I was cut during tryouts. I figured I was headed for a similar fate with lacrosse. But Katie was my best friend, so I signed up anyway.

Katie was a natural, and she picked up the new sport quickly. I, on the other hand, couldn't seem to hold the lacrosse stick comfortably. I caught one out of ten throws, if I was lucky, and my tosses were always way off their mark. I was clumsy and feeling clumsier, and I thought maybe it was time to give it up. But that would create an even wider gulf between Katie and me. Already she was spending more and more time with the girls who, like her, excelled at sports. I was beginning to be left behind.

Determined to stick it out and save our friendship, I begged my mom to take me to a sporting goods store and buy me an early birthday present: my own lacrosse stick and ball so I could practice at home. Katie was impressed with my stick, but I could tell that she thought it was a waste of money. She figured I would never get to use that stick in a game. I was hurt by her reaction, and again I felt the distance between us. If I was going to keep Katie as

a friend, I thought, I simply had to get the hang of this sport. It was my last chance. Somehow, somehow, I had to learn how to throw and catch the ball in that net and be respectable on the playing field.

So I practiced, and I practiced, and I practiced some more. I often felt like there was no hope, and I broke two windows in the garage, but I kept at it. Then, one day, just after the first official game of the season (during which I sat on the bench), something happened. I paired off with Suzie, who had become my partner since Katie had quickly proven to be too good to play with me. That day, when Suzie sent me her first throw, I caught it. When I threw the ball back to her, I hit her stick dead on. I caught her next throw, and the next. Something was happening. I was getting it. The stick was actually feeling good in my hands. The movements were becoming natural. I was catching and throwing the ball accurately.

I still don't know what exactly happened that day, but I will always be grateful for it. By the end of the season, I was starting for the JV team. I scored 12 goals that year, and the next year I was playing varsity. This success makes it easy to forget that just a few years ago, I failed at every sport I tried. But instead of giving in to my insecurities, I kept trying. Finally, my success on the field gave me confidence that I desperately needed.

This essay received a 6. Notice that it was written completely from personal experience—there are no profound examples taken from history, literature, or even current events. The five-paragraph structure, strong point of view that doesn't waver, logical flow through use of chronological organization, varied sentence structure, and strong conclusion put the essay at the top. It's a great example of the fact that you don't need to sound like a college professor to do well on the essay. Stick to what you know, and follow the plan.

They say that if you don't succeed, try, try again until you do. When I was in Junior High School, I tried many sports because my best friend did. She was a great athlete; I was not. I sat on the bench all of field hockey season and I got cut during basketball tryouts, too. I stuck with it, though and finally made it on the lacrosse team.

My friend Katie picked up lacrosse right away, but I struggled. Even though she was my best friend I couldn't be partners with her during practice. Because she was so much better than me. I was afraid that if I didn't learn how to be good at lacrosse, our friendship would be over. She was spending more and more time with her sports friends, and I was feeling more and more left out.

I decided to do something to save our friendship. I went out and bought a lacrosse stick. After practice, I'd come home and practice. I practiced on weekends, too. I tried and tried and tried. Some days I felt like there wasn't any hope, but I kept trying.

Then one day, it happened. I was throwing and catching the ball with Suzie, my new partner. Suddenly, I caught the ball. I caught the next one she threw, too. My throws to her were accurate. From that day on, I got better and better. I had more confidence, too. I ended up playing a lot that season on the JV team and even scored 12 goals. I'm really glad I kept trying.

This essay received a 4. Organizationally, it is strong. It follows the same chronological sequence as the first essay, giving it a logical structure. It also maintains a strong point of view. However, the ideas are not developed with the same depth. *From that day on I got better and better* is an example of an assertion that isn't supported or explained. There are also enough grammatical errors to bring the score down. *Because she was so much better than me* is a sentence fragment. In paragraph three, the word practice is used three times and try/tried is used four times. Synonyms would have added variety. In addition, the conclusion is one short

sentence at the end of the last paragraph. The author doesn't go back to her point about gaining confidence.

Section 2: Multiple Choice

1. d. The wrong word is used here. It should be the possessive pronoun *your* rather than the contraction of the words *you are*.
2. b. The pronoun is part of this sentence's compound subject. It must therefore be the subjective (*she*) rather than the objective (*her*).
3. b. *The past decade* indicates that this sentence requires the past tense verb *experienced*.
4. e. There are no errors in this sentence.
5. a. This sentence refers to a discovery that happened in the past. The correct verb is *were* found.
6. d. *Inadequate* is an adjective used here to modify a verb *armed*. To correct the error, change it to the adverb *inadequately*.
7. a. This is an error in prepositional idiom. The correct phrase is *interest in* rather than *interest on*.
8. a. *Between* is used when discussing two people or things; *among* is used when there are three or more. *Among* is correct in this sentence.
9. d. The lines are the actors', so the correct possessive pronoun is *their*. *They're* is a contraction of the words *they are*.
10. b. The first verb, *experience*, is in the simple present tense. To maintain consistency, *having* should be changed to *have*.
11. d. The health club membership does three things, all of which should be in the present tense to maintain consistency. *Introduced* should be changed to *introduce*.
12. e. This sentence is correct.
13. b. This sentence changes pronouns from the impersonal, indefinite *one* to the personal, definite *you*. Since changing *one* is not an option, the pronoun *you* should be changed.
14. c. This sentence is setting up a comparison between two types of species. The first type is *more* (not *very*) susceptible *than* the other.
15. a. The correct past tense form of the verb *to lie* is *lay*.
16. d. The verb *translate* is in the plural form, and does not agree with the singular subject *dish*. The correct verb is *translates*.
17. a. The correct word is *poring*, which means "looking over closely." The verb *pouring* means "causing a stream-like flow."
18. c. To maintain parallel structure, both phrases after the words *the more* must be grammatical equivalents. *I read about* should be matched with *I want to*.
19. e. No error. If you chose **a**, recall that *you and me* functions as the object of the preposition *between*. The objective case *me* is therefore correct.
20. a. Choices **b** and **c** add unnecessary words (*first you* and *in the oven*). Choice **d** would work if the second half of the sentence weren't there; as is, it doesn't combine logically with what follows. In choice **e**, the participle *making* is not grammatically correct.
21. d. Choice **a** uses the wrong conjunction (*and*) to express the relationship between the two independent clauses. Choice **b** creates a new sentence whose meaning isn't clear; it needs the first clause to make sense. Choice **c** repeats the choice **b** error, and uses the wrong verb tense (the past *has been* instead of the future *will be*). Choice **e** uses the correct conjunction, but the wrong verb tense (the past *was*).
22. a. The phrase *because she is* in choice **b** isn't wrong, but it makes the sentence less concise than choice **a**. Choice **c** uses the wrong verb form; the gerund *tripping* is needed, rather than the infinitive *to trip*. In choice **d**, a new sentence is formed unnecessarily. Choice **e** is wordy.

- 23. b.** The problem with choice **a** is the use of a semicolon where a comma is needed. Choices **c**, **d**, and **e** correct it, but include errors with parallel structure. Choice **c** drops the article from *complicated project* and **d** drops it from *impossible deadline*. Choice **e** changes the grammatical composition of *uncooperative staff* and *complicated project*, not only making them unlike *impossible deadline*, but making them wordy as well.
- 24. a.** A semicolon is wrongly used in choice **b**. Choice **c** removes three adverbs that added meaning to the sentence. Choice **d** is not concise, and choice **e** incorrectly uses the passive voice.
- 25. e.** Choice **a** incorrectly uses the passive voice. Choice **b** repeats the error and adds the unnecessary phrase *that was different*. Choice **c** correctly uses the active voice, but includes the conjunction *while*, making the sentence illogical. Choice **d** also corrects the passive voice issue, but uses the wrong verb tense (*will order* should be *ordered*).
- 26. d.** Choice **a** uses the plural verb *are* with the singular noun *the Netherlands*. Choice **b** repeats the error, and unnecessarily adds the word *which* to the phrase *often wrongly referred to as Holland*. Choice **c** also repeats the error, and deletes most of the adjectives and adverbs. Choices **d** and **e** correct the subject-verb agreement problem, but **e** includes the wordy *which are* from choice **b**.
- 27. e.** Choices **a**, **b**, **c**, and **d** all use conjunctions (*also* and *while*) that do not express the correct relationship between the phrase and clause. In addition, **c** has a superfluous comma after *while*, and **d** is wordy.
- 28. c.** Choice **a** has a misplaced modifier; he wasn't vacationing on his hotel room balcony. Choice **b** repeats the error, and uses a semicolon instead of the correct comma. Choice **d** also has a misplaced modifier; he wasn't vacationing on his hotel room. Choice **e** corrects the modifier problem, but is wordy.
- 29. d.** Choice **a** uses the passive voice and is missing commas between the modifying pairs *clunky bulky* and *sleek space-saving*. Choice **b** uses wordy *which* and *that* phrases instead of adjectives. Choices **c** and **e** correct the comma problem, but are unnecessarily wordy.
- 30. e.** The problem with choices **a**, **b**, and **c** is faulty comparison; the author is comparing his team's win to two historical opponents. He needs to compare his team's win to another win, as choices **d** and **e** do. Choice **d**, however, uses the wordy and awkward *similarly to how* instead of the concise *like*.
- 31. c.** All of the other choices are too specific, and some confuse the facts of the essay. The start of the Cold War was not 1945, Hiroshima is not referred to in the essay as the battle between good and evil, and Einstein played no role in the Truman Doctrine.
- 32. a.** Choices **b** and **d** both use the grammatically incorrect phrase *led to by*. In choice **c**, the facts are confused—*the most interesting and troubling times in America* were not *several important historical events*. Choice **e** is unnecessarily wordy.
- 33. b.** Choice **a** would make the essay one large paragraph, while choice **e** would leave it as one large and one small paragraph. Beginning a paragraph with sentence 5 would break up the discussion of the development of the atomic bomb, and starting a new paragraph with sentence 9 would break up the discussion of Hiroshima. Sentence 6 is the most logical place to begin a new paragraph, because it introduces another one of the events that led to the Cold War.

- 34. e.** Choice **e** is the only one that eliminates the repetition of the words *foreign* and *policy*. It is the clearest and most concise choice.
- 35. b.** The change in verb tense is necessary to maintain consistency. Choice **a** would include a superfluous comma, while choice **c** would make the sentence awkward. The phrase suggested in choice **d** would need commas around it, and choice **e** would retain the incorrect verb form.

Section 3: Multiple Choice

- 1. c.** Choice **c** is the only one that is not a run-on sentence. All of the others use a comma or no punctuation mark to separate two independent clauses.
- 2. d.** Only choice **d** corrects the faulty comparison—domesticated hounds are fatter *than they were* 50 years ago, not fatter *than* 50 years ago.
- 3. a.** Choices **b**, **c**, and **d** use the wrong conjunctions (*and*, *as a result*, *in spite of the fact*) to express the relationship between the two phrases. The first phrase depends on, or is subordinate to, the second, making *because* the correct word. Choice **e** also uses the right conjunction, but it incorrectly uses the present tense verb *believes*.
- 4. e.** *As the saying goes* is a phrase that introduces the clause *better late than never*. Introductory words and phrases should always end with a comma.
- 5. c.** Choice **c** is the only one that's a complete sentence. All of the other choices are sentence fragments.
- 6. e.** Choices **a** and **c** have misplaced modifiers; *Bob Geldof* was not held in 1984. Choice **b** corrects the error but introduces a new one. The meaning of the sentence is lost, because the concert wasn't the *first 1984* one. Choice **d** also corrects the error, but it is not as clear and concise as choice **e**.
- 7. d.** Choice **a** is a run-on sentence. Choice **b** uses illogical and ungrammatical sentence structure. Choice **c** incorrectly uses the wordy phrase *to which*. Choice **e** creates a fragment by using a semicolon and is wordy.
- 8. e.** The problem is incorrect use of the passive voice. Notice how choice **e** is more direct and concise than the other four versions. While choice **c** also uses the active voice, its word order changes the meaning of the sentence.
- 9. e.** The problem is a misplaced modifier—the hotels aren't planning the vacation. Choice **e** is the clearest way to correctly express the idea of the sentence. Choices **b** and **d** include, with a slight variation, the original error, and choice **d** also uses the wrong verb tense.
- 10. e.** Choice **e** is the most clear and concise. Choices **a** and **c** shift from the impersonal pronoun *one* to the personal *you*. Choices **b** and **d** correct that error, but retain the wordy phrase *you should probably*. Choice **d** also changes the wording and eliminates the semicolon, creating a long and confusing sentence unbroken by punctuation.
- 11. a.** Choice **b** incorrectly uses the passive voice to create an awkward construction. Choice **c** needs commas to separate the interrupter phrase *which the jury seemed interested in*. Choice **c** is also wordy. Choice **d** tightens up the language of the sentence, but loses the meaning. In choice **e**, the interrupter phrase, which modifies the noun *evidence*, is misplaced.
- 12. b.** The comma after *years* is superfluous in choices **a** and **d**. Choice **d** also uses the wrong verb tense. The introductory phrase *once they are established* refers to perennials, so choice **c**, which uses the implied subject *you* (*you dig them up and divide them*) is confusing. *You*

aren't what's *established*. Choice **e** also uses the wrong verb tense; the future progressive tense is needed rather than the simple present.

- 13. b.** Choice **b** is the only one that corrects the faulty comparison and clears up the ambiguous pronoun. What does *they* refer to? It's supposed to refer to the *restaurant*, but in the original sentence, as well as in choices **c**, **d**, and **e**, it refers to the *take-out dinners*. Comparing dinners to a restaurant is not the intended meaning.

- 14. c.** Choices **a**, **b**, and **d** include a faulty comparison; something can't be *more perfect* than something else—it's either perfect, or it's not. Choices **c** and **e** correct the error, but choice **e** has a superfluous comma after *display*.

CHAPTER

5



Practice Test 2

► Section 1

Time: 25 minutes

Essay

Directions: In the essay, you will demonstrate how well you develop and present ideas. Your goal is to clearly use language, firmly take a point of view, and logically advance your argument.

You must use only the space provided, which will be adequate if you pay attention to handwriting size and margins. Avoid leaving extra space, such as through double-spacing or leaving a blank line between paragraphs. Write legibly so the scorers of your essay can understand what you have written. You may use your test booklet to take notes and organize your thoughts, but only what is written on the answer sheet will be scored.

There are 25 minutes in which to write your essay. Carefully read the prompt and your assignment. Respond only to the assignment—off-topic essays will receive a zero.

Money never made a man happy yet, nor will it.

—Benjamin Franklin

But for money and the need of it, there would not be half the friendship in the world. It is powerful for good if divinely used. Give it plenty of air and it is sweet as the hawthorne; shut it up and it cankers and breeds worms.

—George MacDonald

Assignment: What is your view on the uses of money? Choose the quote you disagree with most strongly, and write an essay explaining your position. Support that position with evidence and examples from literature, the arts, history, current events, politics, science and technology, and/or from personal experiences or observations.

[illegible]

► Section 2

Time: 25 minutes

35 multiple-choice questions

ANSWER SHEET:

- | | | | | | | | | | | | |
|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 21. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 2. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 22. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 3. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 23. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 4. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 24. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 5. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 25. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 6. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 26. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 7. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 27. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 8. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 28. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 9. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 29. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 10. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 30. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 11. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 31. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 12. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 32. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 13. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 33. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 14. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 34. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 15. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 35. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 16. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |
| 17. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |
| 18. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |
| 19. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |
| 20. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |

General Directions: Choose the best answer to each question and fill in the oval that matches that answer on your answer sheet. Errors must be erased completely.

Directions: Each of the following sentences has four underlined words or phrases. Read each sentence and determine which underlined portion, if any, has an error in grammar, usage, word choice, or idiom (standard expression). If there is no error, select choice **e**—no error. No sentence has more than one error.

1. Although Impressionism is perhaps best known for the work of its male artists, painter Berthe Morisot

a

was one of its central figures, embraced by Degas, Monet, and Renoir for her loosely brushstroke and

b

c

use of color. No error.

d

e

2. Television executives heartily embrace Reality TV, which began in the 1940s with *Candid Camera*, for

a

b

two reasons: It is much cheaper to produce than any other type of programming, and its incredibly

c

d

popular. No error.

e

3. Although Dick Dale was best known for his contributions to surf music and earns the moniker “King of

a

b

the Surf Guitar,” he was also referred to as the “Father of Heavy Metal” because of his unique playing style

c

d

and pioneering use of Fender guitars and amplifiers. No error.

e

4. The game Monopoly, originally called The Landlord’s Game, was based on the economic theories of

a

Henry George, who proposed a single federally tax based on land ownership; he believed this tax would

b

weaken the ability to form monopolies, encourage equal opportunity, and narrow the gap between

c

rich and poor. No error.

d

e

5. Compact discs (CDs), which may be found in over 25 million American homes, first entered popular culture in the 1980s, decades after inventor James Russell decided to create a system that could record, storage, and replay music without ever wearing out. No error.
- a b c d e
6. When a plant is pollinated, seeds will form at the base of the flower pod, which is found above the stem and below the blossom. No error.
- a b c d e
7. Jazz great Pat Metheny has been influenced by many other performers, most notably Brazilian guitarist and composer Toninho Horta, legendary American saxophonist Ornette Coleman, and Latin music in general. No error.
- a b c d e
8. The top sheet must be placed on the bottom, or fitted, sheet with enough overhang on three sides to be able to tuck it between the boxspring and mattress. No error.
- a b c d e
9. Former actor John Robert Powers has had a huge affect on our culture; after opening the first modeling agency in 1923, he began the practice of selling everything from magazines to food items to vacation destinations with the help of beautiful people. No error.
- a b c d e
10. To make cucumber salad, you will need to slice a peeled cucumber as finely as you can, and then macerate them in sugar, vinegar, salt, and chopped dill. No error.
- a b c d e
11. Keeping your room uncluttered is easy when you make it a habit to spend 10 minutes a day just putting things back where they belonged. No error.
- a b c d e

12. The quadrants of a backgammon board are known as the home boards and outer boards, and these

a

b

boards are separated by each other with a ridge down the center of the board called the bar. No error.

c

d

e

13. “Eat, drink, and be merry,” is a label associated with Greek philosopher Epicurus, but like most catchy

a

b

slogans, they simplify what is actually a rich and complex message. No error.

c

d

e

Directions: In each of the following sentences, part or all of the sentence is underlined. The underlined text may contain an error in sentence construction, grammar, word choice, or punctuation. Choice **a** repeats the original underlined text. If there is no error in the underlined portion, choose **a**. If there is an error, select the answer choice that most effectively expresses the meaning of the sentence without any ambiguity or awkwardness.

- 14.** Feeling like she was underappreciated, and growing tired of her job which was boring, Celia began to ponder what it would be like to quit.
- Feeling like she was underappreciated, and growing tired of her job which was boring,
 - Feeling underappreciated and tired of her boring job,
 - Feeling like she was underappreciated, and growing tired of her boring job,
 - Feeling underappreciated, and tired of her boring job;
 - Feeling underappreciated, and growing tired of her job which was boring,
- 15.** A handful of novels by John Irving were adapted for the big screen two have new titles, “The Door in the Floor” was *A Widow for One Year* and “Simon Birch” was *A Prayer for Owen Meany*.
- A handful of novels by John Irving were adapted for the big screen two have new titles;
 - A handful of novels by John Irving were adapted for the big screen, two have new titles;
 - A handful of novels by John Irving were adapted for the big screen; two have new titles:
 - A handful of novels by John Irving were adapted for the big screen; two have new titles;
 - A handful of novels by John Irving were adapted for the big screen. Two have new titles;
- 16.** The CEOs large expense account’s proved she was a liberal spender of the companies money.
- The CEOs large expense account’s proved she was a liberal spender of the companies money.
 - The CEOs large expense accounts proved she was a liberal spender of the company’s money.
 - The CEO’s large expense accounts proved she was a liberal spender of the companys money.
 - The CEO’s large expense account’s proved she was a liberal spender of the company’s money.
 - The CEO’s large expense accounts proved she was a liberal spender of the company’s money.
- 17.** The itinerant construction crew built large new buildings all over the South, wherever the demand for qualified workers took them.
- The itinerant construction crew built large new buildings all over the South, wherever the demand for qualified workers took them.
 - The itinerant construction crew built all over the South large new buildings wherever the demand for qualified workers took them.
 - The itinerant construction crew, qualified workers, built large new buildings all over the south, wherever the demand took them.
 - Wherever the demand took them, the itinerant construction crew were qualified workers who built large new buildings all over the South.
 - All over the south, wherever the demand for qualified workers took them, the itinerant construction crew built large new buildings.

- 18.** Since the average American generates four pounds of trash per day, which adds up to 600,000 tons per day or 210 million tons per year.
- a. Since the average American generates four pounds of trash per day, which
 - b. Since the average American generates four pounds of trash per day, that
 - c. The average American generates four pounds of trash per day, which
 - d. Because the average American generates four pounds of trash per day, which
 - e. The average American generates four pounds of trash per day, and that number
- 19.** A popular style of electronic dance music gets its name from the Warehouse Club in Chicago, for regulars referred to their favorite mixes by DJ Frankie Knuckles as House Music.
- a. for regulars referred to their favorite mixes by DJ Frankie Knuckles as House Music.
 - b. where regulars referred to their favorite mixes by DJ Frankie Knuckles as House Music.
 - c. since regulars referred to their favorite mixes by DJ Frankie Knuckles as House Music.
 - d. now that regulars referred to their favorite mixes by DJ Frankie Knuckles as House Music.
 - e. so regulars referred to their favorite mixes by DJ Frankie Knuckles as House Music.
- 20.** I headed over to the shoe sale at 9 o'clock in the morning, but was disappointed by the meager selection.
- a. I headed over to the shoe sale at 9:00 A.M. in the morning, but was disappointed by the meager selection.
 - b. I headed over to the shoe sale at 9:00 A.M.; and was disappointed by the meager selection.
 - c. I headed over to the shoe sale at 9:00 a.m. in the morning, but was disappointed by the poor selection.
 - d. I headed over to the shoe sale at 9:00 A.M., but was disappointed by the meager selection.
 - e. I went to the shoe sale at 9:00 A.M. in the morning, but was disappointed by the meager selection.
- 21.** The politician's reelection that he has been campaigning for is being threatened by a faction of union members that is disgruntled that is growing larger by the day.
- a. The politician's reelection that he has been campaigning for is being threatened by a faction of union members that is disgruntled that is growing larger by the day.
 - b. The campaigning politician's reelection is being threatened by a growing faction of disgruntled union members.
 - c. The politician's reelection that he has been campaigning for is being threatened by a growing faction of union members that is disgruntled.
 - d. The campaigning politician's reelection is being threatened by a faction of disgruntled union members that is growing larger by the day.
 - e. The campaigning politician's reelection is being threatened by a growing faction of union members that is disgruntled.

- 22.** Castling, a defensive chess maneuver and the only one in which two pieces are moved in the same turn, are so named because of the safety afforded to the king through the move.
- turn, are so named because of the safety afforded to the king through the move.
 - turn; are so named because of the safety afforded to the king through its move.
 - turn, is named that way because of the safety that is afforded to the king because of the move.
 - turn, are so named because of the king's safety afforded through the move.
 - turn, is so named because of the safety afforded to the king through the move.
- 23.** I find it fascinating both the number of Supreme Court cases that were decided by a 5–4 vote, and that the swing vote is not always cast by the same judge or judges.
- I find it fascinating both the number of Supreme Court cases that were decided by a 5–4 vote, and that
 - I find it fascinating that both the number of Supreme Court cases decided by a 5–4 vote, and that
 - I find it fascinating both such a high number of the Supreme Court cases were decided by a 5–4 vote, and that
 - I am fascinated by the number of Supreme Court cases decided by a 5–4 vote, and by the fact that
 - I am fascinated by both the number of Supreme Court cases that were decided by a 5–4 vote, and by the fact that
- 24.** To teach an exciting marine biology class, a visit to the aquarium is a must.
- a visit to the aquarium is a must.
 - one should take the class to the aquarium.
 - a visit to the aquarium should be in the curriculum.
 - the class must visit the aquarium.
 - you must write the syllabus to contain a visit to the aquarium.
- 25.** The Four Corners Region in United States geography refers to the place at which the corners of four states, Colorado, New Mexico, Arizona, and Utah, meet.
- the place at which the corners of four states,
 - when the corners of four states,
 - the place at which the corners of four states:
 - the place for which the corners of four states,
 - the location that is where the corners of four states,
- 26.** The use of recycled rubber playground surfaces should be considered by every elementary school in the country; not only are they better at preventing injury than traditional surfaces, but they are good for the environment, too.
- The use of recycled rubber playground surfaces should be considered by every elementary school in the country;
 - The use of recycled rubber playground surfaces is considered by every elementary school in the country;
 - Every elementary school in the country should consider the use of recycled rubber playground surfaces;
 - Every elementary school in the country should consider using recycled rubber playground surfaces;
 - The use of recycled rubber playground surfaces are considered by every elementary school in the country;

- 27.** The yoga instructor waited patiently for her students to find the proper pose, even though she performed it with ease.
- a. pose, even though she performed it with ease.
 - b. pose, because she performed it with ease.
 - c. pose; even though she performed it with ease.
 - d. pose, where she performed it with ease.
 - e. pose, for she was able to perform it with ease.
- 28.** Also known as action painting and the New York school, the 1940s saw the emergence of abstract expressionism, an art movement exemplified by the works of Jackson Pollock and Willem de Kooning.
- a. school, the 1940s saw the emergence of abstract expressionism, an art movement exemplified by the works of Jackson Pollock and Willem de Kooning.
 - b. school, the 1940s saw the emergence of an art movement, abstract expressionism, that is exemplified by the works of Jackson Pollock and Willem de Kooning.
 - c. school, the art movement abstract expressionism emerged in the 1940s. It is exemplified by the works of Jackson Pollock and Willem de Kooning.
 - d. school, abstract expressionism, exemplified by the works of Jackson Pollock and Willem de Kooning, is an art movement that saw its emergence in the 1940s.
 - e. school, the 1940s saw the emergence of an art movement known as abstract expressionism that exemplified by the works of Jackson Pollock and Willem de Kooning.
- 29.** Alfred Nobel invented dynamite while developing a safe way to handle nitroglycerin, while Ascanio Sobrero, the Italian chemist who invented nitroglycerin, did not achieve fortune and fame from his invention.
- a. Alfred Nobel invented dynamite while developing a safe way to handle nitroglycerin, while
 - b. Alfred Nobel invented dynamite while developing a safe way to handle nitroglycerin, but
 - c. Alfred Nobel invented dynamite, which brought him wealth and international notoriety, while developing a safe way to handle nitroglycerin;
 - d. Alfred Nobel invented dynamite, that makes him wealthy and famous, while developing a safe way to handle nitroglycerin;
 - e. Alfred Nobel invented dynamite while developing a safe way to handle nitroglycerin, and

Directions: Questions 30–35 are based on the following passage, a first draft of an essay about the coast of Maine. Read the passage and the questions that follow. For each question, choose the answer that will most improve the passage. Some questions ask you to choose the best revision of a particular sentence or pair of sentences. Other questions ask you to consider how to best improve the overall organization of the passage. In each case, the correct answer is the one that most closely conforms to the conventions of formal writing.

(1)The coast of the State of Maine is one of the most irregular in the world. (2)It is deeply indented with many coves and harbors, and numerous small islands dot the shoreline. (3)In fact, this area is a prime example of what geologists refer to as a drowned coastline. (4)Draw a straight line from the southernmost city in Maine, Kittery, to the northernmost coastal city, Eastport. (5)This line would measure about 225 miles. (6)Follow the coastline between the same two cities. (7)The distance is more than ten times as far. (8)What is the cause of this irregularity? (9)The ice age, or age of continental glaciation, which occurred thousands of years ago.

(10)There was so much ice over North America that the continent reacted isostatically—it sank. (11)Isostatic is a geology term meaning pertaining to alterations in the height of the earth's crust relative to the sea. (12)As glaciers moved over the land, their weight expended enormous force on the mountains. (13)The mountains sank into the sea. (14)The original coastline is now under water. (15)It has been rising isostatically since the ice melted. (16)The Maine coast has risen at least 600 feet because we find ice age beaches 600 feet above the present sea level.

- 30.** Which of the following revisions represents the best way to combine sentences 12 and 13?

(12)*As glaciers moved over the land, their weight expended enormous force on the mountains.*

(13)*The mountains sank into the sea.*

- a. The weight of the glaciers was expending an enormous force on the mountains as it moved over the land, causing the mountains to sink into the sea.
- b. As glaciers moved over the land, their weight expended an enormous force on the mountains, causing them to sink into the sea.
- c. The weight of the glaciers caused the mountains to sink into the sea because it then expended an enormous force on them as it moved over the land.
- d. As they moved over the land, the weight of the glaciers expended an enormous force on the mountains, causing them to sink into the sea.
- e. The weight of the glaciers as they moved over the land was expending an enormous force on the mountains which then caused them to sink into the sea.

- 31.** What is the relationship between sentences 4 and 5?

(4)*Draw a straight line from the southernmost city in Maine, Kittery, to the northernmost coastal city, Eastport.* (5)*This line would measure about 225 miles.*

- a. Sentence 5 draws a conclusion about sentence 4.
- b. Sentence 4 introduces the argument that sentence 5 resolves.
- c. Sentence 5 gives an example of the subject of sentence 4.
- d. Sentence 5 gives information about sentence 4.
- e. Sentence 4 refutes the argument posed by sentence 5.

- 32.** Which sentence best describes the main idea of the essay?

- a. sentence 1
- b. sentence 2
- c. sentence 9
- d. sentence 11
- e. sentence 16

- 33.** Which of the following sentences would be best inserted before sentence 15 to introduce a new paragraph?

(14)*The original coastline is now under water.*

(15)*It has been rising isostatically since the ice melted.* (16)*The Maine coast has risen at least 600 feet because we find ice age beaches 600 feet above the present sea level.*

- a. However, coastlines don't move in just one direction.
- b. Just like things can sink down, they can also rise up.
- c. But as Einstein said, things that go up must come down.
- d. In addition, it is also coming back up.
- e. Let's look at another way in which the coastline moves.

34. In context, what is the best way to combine sentences 8 and 9?

(8) *What is the cause of this irregularity?* (9) *The ice age, or age of continental glaciation, which occurred thousands of years ago.*

- a. The cause of this irregularity: the thousands of years old ice age, or age of continental glaciation.
- b. The cause of this irregularity just happens to be the ice age, or age of continental glaciation, which occurred thousands of years ago.
- c. The cause of this irregularity was the ice age, or age of continental glaciation, which occurred thousands of years ago.
- d. The ice age, or age of continental glaciation, was the cause of this irregularity, which occurred thousands of years ago.
- e. Thousands of years ago, the ice age, or age of continental glaciation, caused this irregularity.

35. What is the best way to deal with sentence 11?

(11) *Isostatic is a geology term meaning pertaining to alterations in the height of the earth's crust relative to the sea.*

- a. Add a comma after *term*.
- b. Add quotation marks around the phrase *pertaining to . . . sea*.
- c. Revise it: *Isostatic is a term from the science of geology meaning: pertaining to alterations in the height of the earth's crust relative to the sea.*
- d. Delete it.
- e. Revise it: *The term isostatic, taken from geology, is a term meaning pertaining to alterations in the height of the earth's crust relative to the sea.*

► Section 3

Time: 10 minutes

14 multiple-choice questions

ANSWER SHEET:

- | | | | | | | | | | | | |
|----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 8. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 2. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 9. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 3. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 10. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 4. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 11. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 5. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 12. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 6. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 13. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 7. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 14. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |

Directions: In each of the following sentences, part or all of the sentence is underlined. The underlined text may contain an error in sentence construction, grammar, word choice, or punctuation. Choice **a** repeats the original underlined text. If there is no error in the underlined portion, choose **a**. If there is an error, select the answer choice that most effectively expresses the meaning of the sentence without any ambiguity or awkwardness.

1. Now that there are computers and word processing software, the art of hand writing letters has become virtually obsolete.
 - a. Now that there are computers and word processing software, the art of hand writing letters has become virtually obsolete.
 - b. Computers and word processing software have made the art of hand writing letters virtually obsolete.
 - c. Now that there are computers and word processing software, it's obsolete to hand write letters any more.
 - d. Computers and word processing software are here, and they have made the art of hand writing letters virtually obsolete.
 - e. The art of hand writing letters was virtually obsolete with computers and word processing software.
2. Like his other books, Brazilian author Paulo Coelho's *The Alchemist* is a modern-day fairy tale filled with spiritual insights.
 - a. Like his other books, Brazilian author Paulo Coelho's *The Alchemist*
 - b. Like his other books, Brazilian author Paulo Coelho's *The Alchemist*,
 - c. Brazilian author Paulo Coelho's *The Alchemist* is like his other books in that it
 - d. Brazilian author Paulo Coelho's *The Alchemist*, it is like his other books—
 - e. Like his other books, author Paulo Coelho, of Brazil, *The Alchemist*
3. There are almost a million members of the Boy Scout's of America; its one of the largest organizations of its kind in the country.
 - a. Boy Scout's of America; its
 - b. Boy Scout's of America, its
 - c. Boy Scouts of America; its
 - d. Boy Scouts of America; it's
 - e. Boy Scout's of America; it's
4. Out of all of the books we read in our book club this year, I liked our discussion of *Middlemarch* best.
 - a. this year, I liked our discussion of *Middlemarch* best.
 - b. this year, I like our discussion of *Middlemarch* best.
 - c. this year, I liked *Middlemarch* best.
 - d. this year, I liked our discussion of the book *Middlemarch* the best.
 - e. this year, I liked the book *Middlemarch* best.

5. Although she was a successful professional and her inability to negotiate the car deal made her feel inadequate.
- a. Although she was a successful professional and
 - b. Although she was a successful professional, and
 - c. Although she was a successful professional still
 - d. She was a successful professional and
 - e. Although she was a successful professional,
6. During the 1980s, the cost of attending college rose three times faster than the median household income.
- a. During the 1980s, the cost of attending college rose three times faster than the median household income.
 - b. During the 1980s, the cost of attending college has risen three times faster than the median household income.
 - c. During the 1980s, the cost of attending college rose three times faster than the medium household income.
 - d. During the 1980s the cost of attending college rose three times faster than the median household income.
 - e. During the 1980's, the cost of attending college rose three times faster than the median household income.
7. After years of surfing lessons and countless hours of practice, the largest wave in the contest was ridden successfully by my best friend.
- a. the largest wave in the contest was ridden successfully by my best friend.
 - b. the largest wave in the contest was rided successfully by my best friend.
 - c. the largest wave in the contest, my best friend rode successfully.
 - d. my best friend rode the largest wave in the contest successful.
 - e. my best friend successfully rode the largest wave in the contest.
8. The goal of any company is to have its product name become ubiquitous—constantly at the very forefront of the mind of every consumer.
- a. constantly at the very forefront of the mind of every consumer.
 - b. constantly at the very forefront of the consumer's mind.
 - c. constantly at the forefront of the consumer's mind.
 - d. constantly at the forefront of consumers minds.
 - e. constantly at the forefront of every consumers mind.

9. The San Diego Zoo is operated by the not-for-profit organization The Zoological Society of San Diego, which was founded in 1916.
- The San Diego Zoo is operated by the not-for-profit organization The Zoological Society of San Diego, which was founded in 1916.
 - The San Diego Zoo, which was founded in 1916, is operated by the not-for-profit organization The Zoological Society of San Diego.
 - The Zoological Society of San Diego, which was founded in 1916, is the not-for-profit organization that operates the San Diego Zoo.
 - The Zoological Society of San Diego is a not-for-profit organization that operates the San Diego Zoo, which was founded in 1916.
 - The San Diego Zoo, founded in 1916, is operated by The Zoological Society of San Diego, a not-for-profit organization.
10. Sean has visited all of the large amusement parks on the east coast; his favorite is the Viper, the fastest roller coaster in the United States.
- Sean has visited all of the large amusement parks on the east coast;
 - While Sean has visited all of the large amusement parks on the east coast,
 - Since Sean has visited all of the large amusement parks on the east coast, he can say that
 - Sean has ridden roller coasters at all of the large amusement parks on the east coast;
 - Sean has been on every roller coaster on the east coast and
11. Being obstinate as usual, his brothers simply could not get him to change his mind.
- Being obstinate as usual,
 - He was being obstinate as usual, so
 - Being as obstinate as he usually was,
 - Being his usual obstinate self,
 - He is being obstinate as usual, so
12. It was supposed to be written for the general public, and so the report was so esoteric, only those with inside knowledge of government working could understand it.
- and so the report was so esoteric,
 - because the report was so esoteric,
 - but then the report was so esoteric,
 - but since the report was so esoteric,
 - and the report was so esoteric,
13. The pain medication Kristy received after surgery offered relief, however, the overwhelming feeling of lethargy was an unexpected side effect.
- relief, however, the overwhelming feeling of lethargy was an unexpected side effect.
 - relief; however, the overwhelming feeling of lethargy was an unexpected side affect.
 - relief, because the overwhelming feeling of lethargy was an unexpected side effect.
 - relief, since the overwhelming feeling of lethargy was an unexpected side effect.
 - relief; however, the overwhelming feeling of lethargy was an unexpected side effect.

14. Being knowledgeable and affable, students will feel more comfortable approaching their teachers with questions or problems.

- a. Being knowledgeable and affable, students will feel more comfortable approaching their teachers with questions or problems.
- b. Being knowledgeable and affable, teachers will feel more comfortable approaching their students with questions or problems.
- c. When teachers are knowledgeable and affable, students will feel more comfortable approaching them with questions or problems.
- d. Teachers being knowledgeable and affable will make students feel more comfortable about approaching them with their questions or problems.
- e. When teachers are knowledgeable and affable, students will feel more comfortable with questions or problems that they can approach them with.

► Answer Key

Section 1: Essay

Use the following rubric to evaluate your writing. This practice essay is included so you can work on time man-

agement and the specific essay-writing strategies you learned in Chapter 3. It's also here for you to compare your finished product with the rubric. The more you practice and perform these evaluations, the better you'll understand exactly what your scorers are looking for.

- | | |
|---|--|
| 6 | <ul style="list-style-type: none"> ■ Demonstrates outstanding writing skills ■ Includes a clear and insightful point of view on the question and reflects excellent critical thinking, using strong examples and other evidence to support this point of view ■ Contains a strong organization and focus, a clear sense of unity, and a skillful flow of ideas ■ Demonstrates a strong command of language, with varied and appropriate word choice, and meaningful variation in sentence structure ■ Contains few, if any, errors in grammar, usage, and mechanics |
| 5 | <ul style="list-style-type: none"> ■ Demonstrates effective writing skills ■ Includes a clear point of view on the question and reflects strong critical thinking, using good examples and other evidence to support this point of view ■ Contains strong organization and focus, a sense of unity, and a flow of ideas ■ Demonstrates a good command of language, with appropriate word choices and variation in sentence structure ■ Contains few errors in grammar, usage, and mechanics |
| 4 | <ul style="list-style-type: none"> ■ Demonstrates competent writing skills, but the quality of the writing may be inconsistent ■ Includes a point of view on the question and reflects competent critical thinking, using sufficient examples to support this point of view ■ Contains a general organizational plan and focus, with some unity and flow of ideas ■ Demonstrates a sufficient but inconsistent command of language, with mostly appropriate word choice and some variation in sentence structure ■ Contains some errors in grammar, usage, and mechanics |
| 3 | <ul style="list-style-type: none"> ■ Demonstrates inadequate, but not incompetent, writing skills ■ Includes a point of view on the question, reflecting some critical thinking, but this point of view may be inconsistent or incomplete, and support may be lacking ■ Contains a limited organizational strategy and focus, with a weak or inconsistent sense of unity and flow of ideas ■ Demonstrates a developing but weak command of language, with weak or inappropriate vocabulary, little or no variation in sentence structure, and may contain errors in sentence construction ■ Contains many errors in grammar, usage, and mechanics |

- 2**
- Demonstrates limited writing skills and may contain serious flaws
 - Includes a limited or vague point of view on the question and reflects poor critical thinking, using inadequate or irrelevant examples or other support
 - Displays a weak sense of organization and/or focus, and may lack unity and/or flow of ideas
 - Demonstrates an inadequate command of language, with limited or incorrect vocabulary, and incorrect or flawed sentence structure
 - Contains serious errors in grammar, usage, and mechanics that may make the writing difficult to understand
- 1**
- Demonstrates incompetence in writing and contains serious flaws
 - Does not contain a point of view on the question, or provides little or no support for the point of view
 - Lacks organization and/or focus, unity, and a flow of ideas
 - Contains serious errors in vocabulary and sentence structure
 - Contains serious errors in grammar, usage, and/or mechanics that make the writing difficult to understand
- 0**
- An essay that does not answer the question, or is blank, receives a zero.

(Adapted from The College Board)

Here are examples of a couple of essays written on the assignment:

Benjamin Franklin is one of the greatest figures in American history, but he wasn't right about everything. His claim that "money never made a man happy, nor will it. There is nothing in its nature to produce happiness" ignores the fact that money can provide one thing that is essential to happiness: good health.

While money can do nothing to change our genetic makeup and our physiological disposition to illness and disease, it can give us access to better healthcare throughout our lives. This begins with prenatal care and childhood vaccinations. In impoverished third-world countries, infant mortality rates are three, four, even ten times higher than in the United States, and as many as one in four women still die in childbirth because they do not have

access to modern medical care. Sadly, people who are too poor to afford vaccinations and routine healthcare for their children watch hopelessly as many of those children succumb to illnesses and diseases that are rarely fatal in this country.

Money also enables us to afford better doctors and see specialists throughout our lives. If your child has difficulty hearing, for example, and you have insurance (which costs money) or cash, you can see a hearing specialist and pay for therapy. If you have migraines that make you miserable, you can see a headache specialist and afford medication and treatment. Having money also means being able to afford preventative measures, such as taking vitamins and having regular checkups. It means being able to afford products and services that can enhance our health, such as gym memberships, organic foods, and acupuncture.

Another important thing money can do is enable us to live in a healthy environment. Many of the world's poorest people live in dirty, dangerous places—unsanitary slums crawling with diseases and health hazards of all sorts. In a particularly poor area of the Bronx, for example, children had an abnormally high rate of asthma because of a medical waste treatment plant that was poisoning their air.

Money can also help us be healthy by enabling us to afford proper heating and cooling of our homes. This includes being able to afford a warm winter coat and the opportunity to cool off at a pool or in the ocean. On a more basic level, it means being able to afford heat in the winter and air conditioning in the summer. During heat waves, victims of heat stroke are often those who are too poor to afford air conditioning in their apartments. In extreme cold, the same is true: people who freeze to death or become gravely ill because of the cold are often those who are unable to afford high heating bills.

Having money may not make people happy, but it goes a long way to keeping them healthy. And as the saying goes, if you don't have your health, you don't have anything.

This is a 6 essay. Here are the elements that make it strong:

- dramatic hook
- five-paragraph structure
- body paragraphs each contain a main idea in a topic sentence
- position is supported with evidence and details
- ideas are well developed
- very few grammatical, spelling, and mechanics errors
- strong conclusion

Benjamin Franklin once said that "Money never made a man happy yet, nor will it. There is nothing in its nature to produce happiness." I do not agree

with this statement. Because money can buy access to good healthcare. In my opinion, good healthcare is essential to happiness. Therefore, money can make you happy by keeping you healthy.

Money in the first place buys good doctors. With money, you can afford all kinds of things, like tests that check for diseases and special treatments if you find something wrong. If your pregnant you can get good prenatal care and have a good birth and in poor countries lots of women die in childbirth and lots of babies die while their infants.

If you have money you can buy an air conditioner so it's not too hot in the summer, and you can afford to have heat all winter. You can also stay out of poor areas like slums that are generally just bad places to live. As they say, money can't buy you love, but I think it can probably buy you good health, if you don't feel good, it's hard to be happy.

This essay score a 3. There is a loose organizational structure, and the writer does take a stand, but it is weakened by a number of disclaimers, such as *I think it can probably buy* and *In my opinion*. Remember, a direct, confident approach is best. Many points are made for which there is no evidence or other types of support (what is the connection between health and slums, for example?). Errors in grammar and spelling are plentiful, and include a sentence fragment, a run-on sentence, and confused words (their/they're, your/you're). The conclusion is one sentence at the end of the last paragraph, and while it does generally reiterate the thesis, it is trite, has a weakening disclaimer, and contains a comma splice.

Section 2: Multiple Choice

1. c. The modifier *loosely*, meant to describe the noun *brushstroke*, is an adverb. The adjectival form, *loose*, is needed here.
2. d. The word *its* is the possessive form of the pronoun *it*. The correct word is *it's*, the contraction of the words *it* and *is*.

- 3. b.** The verb *earns* is in the wrong tense, shifting from past (*was . . . known*) to present (*earns*) to past (*was . . . referred to*). To be consistent and logical, all verbs should be in the past tense (*earned*).
- 4. b.** *Federally* is an adverb, but is modifying the noun *tax*. Since adjectives rather than adverbs modify nouns, it should be in the adjectival form *federal*.
- 5. c.** This sentence lacks parallel structure. The three items in the list include two verbs (*record* and *replay*) and one noun (*storage*). The noun should be changed to the verb *store*.
- 6. e.** There is no error in this sentence.
- 7. d.** This sentence lacks parallel structure. The list is intended to be of performers who influenced Metheny, therefore it should not include a type of music. To correct it, a particular Latin musician should be listed.
- 8. e.** There is no error in this sentence.
- 9. a.** *Affect* is a verb, meaning “to influence.” The correct word is *effect*, which is a noun referring to result of the influence.
- 10. d.** The problem in this sentence is a lack of agreement with the pronoun and its antecedent. The antecedent is the singular noun *cucumber*, which must be replaced by a singular pronoun. Instead of *them*, *it* should be used here.
- 11. d.** The verbs shift from present tense (*is*, *make*) to past tense (*belonged*). To be consistent, they should all be in the present tense; therefore, *belonged* should be changed to *belong*.
- 12. c.** This is an error in prepositional idiom. The correct phrase is *separated from*.
- 13. c.** The problem with this sentence is pronoun-antecedent agreement. *They* refers to just one catchy slogan, “eat, drink, and be merry.” Therefore, it should be changed to the singular pronoun *it* and the verb *simplifies*.
- 14. b.** The problem with the original sentence is wordiness. *Like she was* is redundant—the idea is conveyed simply with *feeling*. The phrase *which was boring* should be turned into an adjective, *boring*. Choices **c** and **e** each correct one of the two wordy problems. Choice **d** corrects both, but introduces a new error: there is no need for a semicolon after *job*.
- 15. c.** Choice **a** has two punctuation mistakes. The first independent clause (*A handful of novels by John Irving were adapted for the big screen*) should be separated from the rest of the sentence with a semicolon, and the two titles should be listed after a colon. The comma in choice **b** is not sufficient to set the clause apart, and its semicolon is incorrectly used before a list. Choices **d** and **e** properly punctuate the first clause; note that ending the clause with a period and beginning a new sentence is an acceptable solution. However, they repeat the error of improperly punctuating the second part of the sentence.
- 16. e.** Choice **a** has three punctuation problems: *CEO’s* needs an apostrophe to show possession, *accounts* does not need an apostrophe (it is merely plural), and *companies* is not plural but singular, and also needs an apostrophe to show possession. The only choice that corrects all three errors is **e**.
- 17. a.** The four remaining choices break up the sentence by constructing extra phrases that must be surrounded by commas. They are awkward and less clear than the original.
- 18. c.** Choice **a** is a sentence fragment, missing both a subject and verb. Choices **b** and **d** retain the error with some variation. Choice **e** corrects it, but is wordier than choice **c**.
- 19. b.** The problem is improper coordination. What is the relationship between the phrases *a popular style of electronic dance music gets its name from the Warehouse Club in Chicago* and

regulars referred to their favorite mixes by DJ Frankie Knuckles as House Music? The conjunctions *for*, *since*, *now*, and *so* don't accurately express it. The sentence is about the origin of the name House Music: *where* does it come from? Only choice **b** correctly joins the two phrases.

- 20. d.** Choice **a** uses the redundant phrase *9:00 A.M. in the morning*. Choices **c** and **e** repeat the error. Choice **b** corrects it, but adds a new error by replacing the comma with a semicolon and replacing the word *but* with *and*. This creates a dependent clause (*and was disappointed at the meager selection*) that stands alone after the semicolon.
- 21. b.** There are three instances of unnecessary, wordy *that* phrases in choice **a**: *that he has been campaigning for*, *that is disgruntled*, and *that is growing larger by the day*. All of them should be turned into adjectives: *campaigning*, *disgruntled*, and *growing*. Only choice **b** corrects all three.
- 22. e.** The problem with choice **a** is subject-verb agreement. *Castling*, the subject, is a singular noun that must take the singular form of the verb to be (*is*, not *are*). Choices **b** and **d** include the same error. Choices **c** and **e** correct it, but choice **e** is the most clear and concise.
- 23. d.** There are two problems with choice **a**. The construction *I find it fascinating both the* is non-idiomatic, non-standard written English. In addition, the two elements of the sentence are not parallel: *the number of Supreme Court cases* should be the grammatical equivalent of *that the swing vote*. Choice **c** repeats the idiom error, and **b** repeats the error of parallelism (note that even though it includes the word *that*, the first element is illogical and still does not match the second). Choices **d** and **e** use the correct phrase *I am fascinated by*, but **d** is more concise.
- 24. b.** Choice **a** has a misplaced modifier. *To teach an exciting marine biology class* is illogically describing the *visit*, rather than the person(s) who wants to teach the exciting class. Choice **c** repeats the error, and choice **d** uses the modifier to incorrectly describe the *class*. In choice **e**, the modifier could work to describe *you*, but the sentence is unnecessarily wordy.
- 25. a.** Choice **b** uses the adverb *when*, which indicates time. Choice **c** inserts a colon to introduce the names of the four states; this would be correct only if the sentence ended with the list of four. In choice **d** *for which* does not make grammatical sense. Choice **e** is wordier than choice **a**.
- 26. d.** Choice **a**'s use of the passive voice is wordy and awkward. Choices **b** and **e** have the same error, and also use incorrect verb tenses (*is considered* and *are considered* rather than *should consider*). Choices **c** and **d** are in the active voice, but **d** is more concise; it changes *considers the use of* to *consider using*.
- 27. a.** Check the relationship between the two clauses *the yoga instructor waited patiently for her students to find the proper pose*, and *she performed it with ease*. There is a contrast between students and teacher. The conjunction in choice **b**, *because*, indicates cause and effect. Choice **c**'s conjunction, *even though*, does indicate contrast, but the use of the semicolon is incorrect. Choice **d** is not standard written English; *where*, often used (incorrectly) in speech, is about place. Choice **e**, *for she was able to*, is also incorrect because it does not show the contrast between students and teacher. Choice **a**'s use of a comma and the conjunction *even though* correctly joins the two clauses.

- 28. c.** Choice **a** has a misplaced modifier; the *1940s* are not also known as *action painting* and *the New York school*. Choices **b** and **e** repeat this error. Choice **d** fixes the modifier problem, but is less clear and concise than choice **c**. Note that **c** breaks up the material into two sentences.
- 29. c.** Choice **a** contains a faulty comparison. The first clause tells about why the invention happened, and the second tells only the result (or lack thereof) of the invention. Choices **b** and **e** repeat the error. In choice **d**, information is added that corrects the comparison, but it is in the wrong verb tense. The rest of the sentence is in the past tense (*invented, did not*), so *makes* should be *made*.
- 30. b.** Choices **a** and **d** use pronouns in a confusing way. In **a**, *it moved* incorrectly refers to the *weight* of the glaciers. It makes more sense to say *the glaciers moved*, not *their weight* moved. In choice **d**, the modifier *as they moved over the land* also incorrectly describes the weight of the glaciers, and not the glaciers themselves. Choices **c** and **e** are wordy, run-on sentences.
- 31. d.** There is no argument posed by either sentence, so choices **b** and **e** are incorrect. There is also no conclusion drawn, or example given. The distance specified in sentence 5 is information describing the line mentioned in sentence 4.
- 32. a.** Only sentence 1 is general enough to be a main idea. All of the other sentences listed are too specific.
- 33. a.** Recall that when you are asked to add a sentence, there is a poor transition in the passage that needs improvement. In this case, sentence 15 skips to an entirely new idea. While all of the choices acknowledge the new idea in light of the old, only one does it with an appropri-

ate conjunction (*however*), and tone consistent with the rest of the passage (not overly informal).

- 34. c.** The sentences must not only be combined smoothly, without confusion, but must also transition well from the previous sentence. Sentence 7 is: *The distance is more than ten times as far*. Choices **d** and **e** do not make the transition. Choice **a** includes the awkward phrase *thousands of years old ice age*, and choice **b** uses the informal *just happens to be*.
- 35. d.** This sentence is unnecessary. The meaning of the term may be gleaned from the context of the passage; it is awkward and intrusive to include the definition. The suggested punctuation changes are not needed, and both revisions are wordier than the original.

Section 3: Multiple Choice

- 1. b.** Wordiness is the problem with most of the choices for this sentence. Choices **a** and **c** use the unnecessary phrase *now that there are*. Choice **d** varies the error with *are here* and *they have made*. Choice **e** obscures the meaning of the sentence by using the past tense *was virtually obsolete*.
- 2. a.** Choice **b** adds a superfluous comma after *Alchemist*. Choice **c** is grammatically sound but wordy. Choices **d** and **e** are confusing. The pronoun *it* in choice **d** is unnecessary, and choice **e** creates a misplaced modifier that sounds as if the *author* is one of his *other books*.
- 3. d.** There are two punctuation errors in this sentence. *Boy Scouts* is a plural noun, not a possessive one, so it does not need an apostrophe. The word after the semicolon should be the contraction of the words *it* and *is*, spelled *it's*. Only choice **d** corrects both of these errors.

- 4. c.** Choices **a**, **b**, and **d** have faulty comparisons; they compare books to discussions. Only choices **c** and **e** correct the error, but since **e** uses the unnecessary words *the book*, **c** is the most concise.
- 5. e.** Choice **a** is a sentence fragment. Adding a comma in choice **b** does not correct the error. The word *still* in choice **c** conveys the correct meaning and resolves the fragment issue, but the lack of punctuation turns it into a run-on sentence. In choice **d**, the deletion of the word *although* changes the meaning of the sentence. Choice **e** demonstrates that the addition of a comma and removal of the word *and* correct the sentence.
- 6. a.** Choice **b** uses the wrong verb tense (the present participle *has risen* instead of the simple past *rose*). In choice **c**, the correct word *median* is changed to *medium*. Choice **d** eliminates the comma after the introductory phrase *during the 1980s*. Choice **e** incorrectly uses an apostrophe in *1980s*.
- 7. e.** The problem with choice **a** is improper use of the passive voice. This sentence is about action, and it benefits from the active voice. Choice **b** also uses the passive voice, and adds a verb tense error; *to ride* is an irregular verb whose simple past tense is *rode*, and past participle is *ridden*. Choice **c** is illogical, and forms a misplaced modifier with the addition of a comma after *contest*. The *wave* didn't take lessons and practice. Choice **d** is in the active tense, but changes the adverb *successfully*, which modifies the verb *rode*, to an adjective modifying the noun *contest*.
- 8. c.** Choice **a** is unnecessarily wordy; the word *very* and the construction *mind of every consumer* could be eliminated or tightened. Choice **b** corrects the *mind of every consumer* problem, but does not remove *very*. Choice **d** incorrectly spells *consumers* without the possessive apostrophe. Choice **e** repeats that error, and introduces the unnecessary word *every*.
- 9. a.** Choices **b**, **d**, and **e** rearrange the sentence, placing the phrase *which was founded in 1916* so that it incorrectly modifies the *San Diego Zoo* instead of the *Zoological Society*. Choice **c** is correct, but not as clear and concise as choice **a**.
- 10. d.** The problem with this sentence is faulty comparison—comparing amusement parks with roller coasters. Choices **b** and **c** repeat the error. Choice **e** might be true, but that information was not part of the original sentence. The elimination of the semicolon also turns it into a run-on sentence. Only choice **d** eliminates the original error without introducing a new one.
- 11. b.** Choice **a** has a misplaced modifier. *Being obstinate as usual* does not refer to the brothers who are trying to change his mind, but rather to the one whose mind they are trying to change. With some variations, choices **c** and **d** repeat the error. Choice **e** corrects it, but changes the verb tense to present when the past is required (his brothers *could not get*). Only choice **b** is correct.
- 12. d.** Improper coordination of ideas is the problem with choices **a**, **b**, **c**, and **e**. What is the relationship between the clauses *It was supposed to be written for the general public* and *the report was so esoteric*? Choices **a** and **e** incorrectly indicate addition. Choice **b** indicates cause and effect. Choices **c** and **d** both correctly use *but*, which shows there is a contrast between the ideas, however while *but then* is okay in spoken English, it is not standard written English.

13. e. Choices **a**, **c**, and **d** are run-on sentences. The correct punctuation mark for separating independent clauses is either a semicolon or period, not a comma. In addition, **c** and **d** use conjunctions (*because*, *since*) that distort the meaning of the sentence. Choice **b** corrects the run-on sentence, but adds the word *affect* instead of *effect*, which is an error.

14. c. Choices **a** and **b** have misplaced modifiers. *Being knowledgeable and affable* refers to *teachers*, not *students*. Choice **d** corrects the error, but the sentence is awkward and wordy (the words *about* and *there* are unnecessary). Choice **e** also corrects the modifier problem, but the word order confuses the meaning of the sentence. Students won't feel more comfortable *with questions and problems*, they'll feel more comfortable *approaching their teachers*.

CHAPTER

6



Practice Test 3

► Section 1

Time: 25 minutes

Essay

Directions: In the essay, you will demonstrate how well you develop and present ideas. Your goal is to clearly use language, firmly take a point of view, and logically advance your argument.

You must use only the space provided, which will be adequate if you pay attention to handwriting size and margins. Avoid leaving extra space, such as through double-spacing or leaving a blank line between paragraphs. Write legibly so the scorers of your essay can understand what you have written. You may use your test booklet to take notes and organize your thoughts, but only what is written on the answer sheet will be scored.

There are 25 minutes in which to write your essay. Carefully read the prompt and your assignment. Respond only to the assignment—off-topic essays will receive a zero.

The photograph or picture that moved me the most is _____
_____.

Assignment: Visual images have the power to inspire thought, evoke emotion, create mood, and even make political statements. Complete the statement, and write an essay that explains your choice of image. You may choose any image, including a family photograph, famous work of art, drawing or painting done by a friend, or even a book illustration. Support your choice by using appropriate examples and details.

[illegible]

► Section 2

Time: 25 minutes

35 multiple-choice questions

ANSWER SHEET:

- | | | | | | | | | | | | |
|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 21. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 2. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 22. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 3. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 23. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 4. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 24. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 5. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 25. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 6. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 26. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 7. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 27. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 8. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 28. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 9. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 29. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 10. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 30. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 11. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 31. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 12. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 32. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 13. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 33. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 14. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 34. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 15. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 35. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 16. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |
| 17. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |
| 18. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |
| 19. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |
| 20. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | | | | | | |

General Directions: Choose the best answer to each question and fill in the oval that matches that answer on your answer sheet. Errors must be erased completely.

Directions: Each of the following sentences has four underlined words or phrases. Read each sentence and determine which underlined portion, if any, has an error in grammar, usage, word choice, or idiom (standard expression). If there is no error, select choice e—No error. No sentence has more than one error.

1. According to recent statistics, approximately 9,000 people die annual from injuries caused by an accident involving a fall, a number only exceed by deaths and injuries resulting from automobile accidents.

a
b
c

d

No error.

e
2. One of the best ways to prepare for a career in journalism is to become an informed citizen by reading a variety of newspapers, watching documentaries and televised news programs, and you should read books about world leaders, politics, and grassroots movements. No error.

a
b

c

d

e
3. Many travelers use Internet ticket outlet sites and travel agents to find low-priced airline fares, not to realize that the airlines themselves often offer the cheapest tickets. No error.

a
b

c

d

e
4. The physical and psychological unrest of the working class was explored often in the plays of Arthur Miller, for who the subject of the American Dream, and its achievability for ordinary Americans, never got stale.

a
b

c

d

No error.

e
5. Although it had its beginnings in Buddhism, mindful meditation is practiced around the world by people of many religions, and are shown to be effective for not only stress reduction, but for healing purposes as well. No error.

a
b

c

d

e

6. It is an enormous commitment, but every morning the members of the team get up at five and head to the pool to practice swimming. No error.

a

b

c

d

e

7. Many people believe that the end justifies the means, so weather their intentions are good or bad is irrelevant—the result is the only thing that matters. No error.

a

b

c

d

e

8. The word Gestalt, meaning a configuration that is so unified it can't be considered in terms of parts but only as a whole, come from a school of psychology developed by Max Wertheimer, Wolfgang Kohler, and Kurt Koffka in 1912 Germany. No error.

a

b

c

d

e

9. In 1839, Romantic painter and printmaker Louis-Jacques-Mandé Daguerre revealed an invention to the French Academy of Sciences that he called the daguerreotype, which we now know as photography.

a

b

c

d

No error.

e

10. The pilgrims whose journey is followed in Geoffrey Chaucer's masterpiece *The Canterbury Tales* represent a cross section of 14th-century English life, and told tales that include a variety of medieval genres.

a

b

c

d

No error.

e

11. Americans get almost one-third of their calories from junk food that offers little nutrition, but plenty of problems, such as obesity, diabetes, and chronic disease. No error.

a

b

c

d

e

12. Think twice before sending potentially computer-clogging e-mail attachments such as pictures and videos; if the recipient is low on disk space, or uses a dial-up service to get their e-mail, he or she won't appreciate the gesture. No error.

a

b

c

d

e

13. During the nineteenth century, the sport of fly fishing underwent a period of great change as rod designs were improved, plaited silk lines entered in production, and Calcutta bamboo became the rod wood of choice over the previously popular lancewood. No error.
14. The Taj Mahal, a marble monument designed by Shah Jehan as a tributary to his wife, was completed in 1648, and incorporates many of the traditional themes of Islamic architecture, such as onion-shaped domes and flanking towers. No error.
15. Many birdwatchers, or birders as they prefer to be called, keep journals called life lists, in which they formally note birds they have seen and identified, typically beginning with the feathered creatures observed in one's own backyard. No error.
16. Vintage handmade marbles, including mica shooters, a sulfide (in which a small figure is imbedded), and latticinio cores, have seen their values skyrocket as collectors place greater demand on the market. No error.
17. Among debaters, a straw man is not a bird-chaser used in cornfields, but rather a logical fallacy in which one side creates a ridiculous image of the other side and then it is easily attacked it for its ridiculousness. No error.
18. The purpose of the camp is improving the overall physical condition of each camper so his or her performance in any sport is enhanced. No error.

Directions: In each of the following sentences, part or all of the sentence is underlined. The underlined text may contain an error in sentence construction, grammar, word choice, or punctuation. Choice **a** repeats the original underlined text. If there is no error in the underlined portion, choose **a**. If there is an error, select the answer choice that most effectively expresses the meaning of the sentence without any ambiguity or awkwardness.

- 19.** John's sports car is faster and hugs the road tighter than Mr. Alberto.
- John's sports car is faster and hugs the road tighter than Mr. Alberto.
 - John's sports car is faster and is a tighter road hugger than Mr. Alberto.
 - John's sports car is faster and hugs the road tighter like Mr. Alberto's.
 - John's sports car is able to go faster and hugs the road tighter than Mr. Alberto.
 - John's sports car is faster and hugs the road tighter than Mr. Alberto's.
- 20.** Diatomaceous earth is made of the crushed, fossilized skeletons of aquatic organisms, and is used primarily as protection for stored grain in many parts of the world.
- organisms, and is used primarily as protection for stored grain in many parts of the world.
 - organisms, so it is used primarily as protection for stored grain in many parts of the world.
 - organisms, but is used primarily as protection for stored grain in many parts of the world.
 - organisms: and it is used primarily as protection for stored grain in many parts of the world.
 - organisms, when is used primarily as protection for stored grain in many parts of the world.
- 21.** The class of 06 had a great time at their prom, they also enjoyed the party the next day at the beach.
- The class of 06 had a great time at their prom, they also enjoyed the party the next day at the beach.
 - The class of 06 had a great time at their prom. They also enjoyed the party the next day at the beach.
 - The class of '06 had a great time at their prom. They also enjoyed the party the next day at the beach.
 - The class of 06 had a great time at their prom; they also enjoyed the party the next day at the beach.
 - The class of '06 had a great time at their prom, they also enjoyed the party the next day at the beach.
- 22.** The American Red Cross offers a program called the Learn to Swim Program that begins with a class called Introduction to Water Skills, then progresses to Fundamental Aquatic Skills.
- The American Red Cross offers a program called the Learn to Swim Program that begins with a class called
 - The American Red Cross's Learn to Swim Program begins with a class called
 - The American Red Cross offers a program that is called the Learn to Swim Program that begins
 - The American Red Cross is an organization that offers a program that is called the Learn to Swim Program that begins with a class called
 - The American Red Cross offers a program called the Learn to Swim Program that begins with a class called

- 23.** John McPhee won a Pulitzer Prize in 1999 for his book *Annals of the Former World*, which is about, among other things, North American geology.
- John McPhee won a Pulitzer Prize in 1999 for his book *Annals of the Former World*, which is about, among other things, North American geology.
 - John McPhee's book about, among other things, North American geology, is called *Annals of the Former World*, and it won a Pulitzer Prize in 1999.
 - John McPhee wrote a book about, among other things, North American geology, *Annals of the Former World*, which won a Pulitzer Prize in 1999.
 - In 1999, John McPhee won a Pulitzer Prize for his book *Annals of the Former World*, which is about, among other things, North American geology.
 - A Pulitzer Prize was awarded to John McPhee in 1999 for his book *Annals of the Former World*, which is about many things, including North American geology.
- 24.** Avoid sitting or lying on the ground during an electrical storm because lightning can hit the earth and travel through the ground and the more of your body that is in contact with the ground, the greater the chances you will get injured.
- ground and the more of your body that is in contact with the ground, the greater the chances you will get injured.
 - ground, the more of your body that is in contact with the ground, the greater the chances you will get injured.
 - ground; the more of your body that is in contact with the ground, the greater the chances you will get injured.
 - ground, and the more of your body in contact with the ground, the greater chance of injury.
 - ground; and the more of your body that is in contact with the ground, the greater are the chances that you will get injured.
- 25.** A massage technique that uses percussion to relieve muscle tension is called tapotement and has four methods: cupping, hacking, pinching, and rapid shaking or vibrating.
- A massage technique that uses percussion to relieve muscle tension is called tapotement and has four methods:
 - A massage technique called tapotement uses percussion to relieve muscle tension; the four methods are:
 - There are four methods of percussion used to relieve muscle tension in the massage technique called tapotement:
 - Tapotement is a massage technique that uses percussion to relieve muscle tension and that has four methods:
 - Percussion is used to relieve muscle tension in the massage technique called tapotement, and it has four methods:
- 26.** Stamp collectors, or philatelists, differentiate between on-paper and off-paper stamps; off-paper means the stamp was never used, so it was removed from its paper backing through a process of soaking or steaming.
- so it was removed from its paper backing through a process of soaking or steaming.
 - and it was removed from its paper backing by soaking or steaming.
 - or it was removed from its paper backing by soaking or steaming.
 - so it was removed from its paper backing by a soaking or steaming process.
 - or it was removed from its paper backing by soaking or steaming.

- 27.** The Beaufort Wind Scale, invented in 1806 by Admiral Francis Beaufort, uses the numbers 0–12 to describe air movement; one is a light breeze, seven is near gale, and a storm is ten.
- to describe air movement; one is a light breeze, seven is near gale, and a storm is ten.
 - to describe air movement. One is a light breeze, seven is near gale, and a storm is ten.
 - to describe air movement: one is a light breeze, seven is near gale, and a storm is ten.
 - to describe air movement as follows: one is a light breeze, seven is near gale, and a storm is ten.
 - to describe air movement; one is a light breeze, seven is near gale, and ten is a storm.
- 28.** Milky quartz is typically opaque and whitish in color because it contains microscopic bubbles or fluid-filled cavities that scatter light rather than allowing it to pass through as it would in a clear crystal.
- Milky quartz is typically opaque and whitish in color because it contains microscopic bubbles or fluid-filled cavities that scatter light
 - Milky quartz is typically whitish and opaque because it contains microscopic bubbles or fluid-filled cavities. These bubbles or cavities scatter light
 - Milky quartz is typically opaque and whitish in color. It contains microscopic bubbles or fluid-filled cavities that scatter light
 - Milky quartz is typically whitish and opaque. It is because it contains microscopic bubbles or fluid-filled cavities that scatter light
 - Milky quartz contains microscopic bubbles or fluid-filled cavities that make it typically opaque and whitish, and that scatter light
- 29.** Boxing Day, also known as St. Stephen's Day, is a national holiday in many countries that are celebrated on the day after Christmas.
- is a national holiday in many countries that are celebrated on the day after Christmas.
 - is a national holiday in many countries that is celebrated on the day after Christmas.
 - is a national holiday in many countries that is celebrated on December 26th.
 - is a national holiday celebrated on the day after Christmas in many countries.
 - is a national holiday in many countries, and is celebrated on the day after Christmas.
- 30.** As the stock market crash of 1929 was known as Black Friday, the 1987 crash saw the largest one-day percentage drop in value in history.
- As the stock market crash of 1929 was known as Black Friday,
 - The stock market crash of 1929 was known as Black Friday,
 - The stock market crash of 1929 lost almost half of the market's value in less than two months, whereas
 - In the stock market crash of 1929, almost half of the market's value was lost over the course of two months, whereas
 - Because the stock market crash of 1929 was known as Black Friday,

Directions: Questions 31–35 are based on the following passage, a first draft of an essay about the history of bicycles. Read the passage and the questions that follow. For each question, choose the answer that will most improve the passage. Some questions ask you to choose the best revision of a particular sentence or pair of sentences. Other questions ask you to consider how to best improve the overall organization of the passage. In each case, the correct answer is the one that most closely conforms to the conventions of formal writing.

(1) Today, bicycles are so common it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing, and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today—it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

(4) In 1849, James Starley, an English inventor, made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. (5) Although this bicycle was much lighter and less tiring to ride, it was still clumsy, and ridden mostly for entertainment. (6) In 1839, Kirkpatrick Macmillan a Scottish blacksmith dramatically improved upon the original bicycle design, employing tires with iron rims to keep them from getting worn down. (7) But the back wheel was substantially larger than the front wheel.

(8) Another Englishman, H.J. Lawson, invented the “safety bicycle,” which had equal sized wheels that were less prone to toppling over. (9) Lawson also attached a chain to the pedals to drive the rear wheel. (10) As the bicycle improved over time, its popularity grew and it became useful for transportation.

- 31.** Which of the following is the best way to revise the underlined portion of sentence 2?
(2) *But two hundred years ago, bicycles weren't even existing, and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today—it was made of wood and didn't even have pedals.*
- a. ago, there were no existing bicycles,
 - b. ago, bicycles weren't even around,
 - c. ago bicycles weren't even existing
 - d. ago, bicycles didn't exist,
 - e. ago bicycles didn't exist
- 32.** What is the most logical information, in context, to add before sentence 8?
- a. In France at that time, other inventions were being made.
 - b. The English were quite ready now to really improvement the bicycle.
 - c. Bicycles began to be used for transportation at this time.
 - d. It didn't matter which tire was larger, the front or the back.
 - e. It wasn't until 1874 that the first truly modern bicycle appeared on the scene.
- 33.** What is the best order of sentences for paragraph 2?
- a. 4, 5, 6, 7
 - b. 6, 7, 5, 4
 - c. 6, 7, 4, 5
 - d. 4, 5, 7, 6
 - e. 4, 6, 7, 5
- 34.** Considering the context of the passage, which of the following sentences is best to insert between sentences 9 and 10?
- a. These innovations made it easier to ride.
 - b. Lawson and his family made the bicycle a better machine.
 - c. It was Lawson who finally made the bicycle a two-wheeled machine.
 - d. The English finally perfected the machine they invented over a hundred years earlier.
 - e. No additional sentence is needed.
- 35.** What is the best title for the passage?
- a. From Germany to England: Europe's Exciting Inventions
 - b. Two Hundred Years of Cycling History
 - c. The Development of the Modern Bicycle
 - d. The Bicycle: Big Wheels to Small Wheels
 - e. Recreational Uses of the Bicycle

► Section 3

Time: 10 minutes

14 multiple-choice questions

ANSWER SHEET:

- | | | | | | | | | | | | |
|----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 8. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 2. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 9. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 3. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 10. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 4. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 11. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 5. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 12. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 6. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 13. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |
| 7. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e | 14. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d | <input type="radio"/> e |

Directions: In each of the following sentences, part or all of the sentence is underlined. The underlined text may contain an error in sentence construction, grammar, word choice, or punctuation. Choice **a** repeats the original underlined text. If there is no error in the underlined portion, choose **a**. If there is an error, select the answer choice that most effectively expresses the meaning of the sentence without any ambiguity or awkwardness.

1. The American Begonia Society publishes a bi-monthly journal called the Begonian, and maintain a virtual greenhouse on their website for those interested in the plant family Begoniaceae.
 - a. Begonian, and maintain a virtual greenhouse on their website
 - b. Begonian; they also maintain what they call a virtual greenhouse on their website
 - c. Begonian, and maintains a virtual greenhouse on their website
 - d. Begonian. The Society maintains a greenhouse that is virtual on their own website
 - e. Begonian, and on their website a virtual greenhouse is maintained
2. The history of ice cream is subject to an erroneous legend that Dolly Madison introduced it to America at a White House reception during her husband's administration but in fact it was already popular in cities such as Philadelphia and New York.
 - a. during her husband's administration but in fact it was already popular in cities such as Philadelphia and New York.
 - b. during her husband's administration, in fact it was already popular in cities such as Philadelphia and New York.
 - c. during her husband's administration; it was already popular in cities such as Philadelphia and New York.
 - d. during her husband's administration. In fact it was already popular in cities such as Philadelphia and New York.
 - e. during her husband's administration. Therefore it was already popular in cities such as Philadelphia and New York.
3. The dating of the great Sphinx at Giza became controversial between Egyptologists after John Anthony West espoused his theory that the erosion on the Sphinx was caused by water, and not blowing sand as was previously believed.
 - a. The dating of the great Sphinx at Giza became controversial between Egyptologists
 - b. The dating of the great Sphinx that is in Giza became controversial between Egyptologists
 - c. The dating of the great Sphinx at Giza became controversial among Egyptologists
 - d. The dating of the great Sphinx at Giza is becoming controversial among Egyptologists
 - e. The dating of the great Sphinx at Giza has become controversial among Egyptologists

4. Although more than 95% of earthquakes occur in plate margins (meaning areas in which plates separate, grind past each other, or collide), New York State has experienced over 400 earthquakes in the past two centuries and it is not near any plate margins.
- a. margins (meaning areas in which plates separate, grind past each other, or collide),
 - b. margins, which are simply areas in which plates separate, or they might grind past each other, or they could collide,
 - c. margins (“margins” here refers to areas in which plates separate, grind past each other, or collide),
 - d. margins (meaning those areas in which plates of the earth’s crust separate, grind past each other, or collide),
 - e. margins. Margins are areas in which plates separate, grind past each other, or collide.
5. According to the Barbecue Industry Association, three out of four U.S. households own a barbecue grill, more than half of all Americans use their grills year-round, and over 60% of barbecuers were men.
- a. According to the Barbecue Industry Association, three out of four U.S. households own a barbecue grill, more than half of all Americans use their grills year-round, and over 60% of barbecuers were men.
 - b. According to the Barbecue Industry Association, there are three out of four U.S. households that own a barbecue grill, more than half of all Americans use their grills year-round, and over 60% of barbecuers were men.
 - c. According to the Barbecue Industry Association, there are three out of four U.S. households that own a barbecue grill, more than half of all Americans use their grills year-round, and over 60% of barbecuers are men.
 - d. The Barbecue Industry Association reports that three out of four U.S. households own a barbecue grill, more than half of all Americans use their grills year-round, and over 60% of barbecuers were men.
 - e. According to the Barbecue Industry Association, three out of four U.S. households own a barbecue grill, more than half of all Americans use their grills year-round, and over 60% of barbecuers are men.

- 6.** Jealousy is often defined as the desire to keep something (or someone) that one already has, while envy is the desire to obtain something that someone else has.
- has, while envy is the desire to obtain something that someone else has.
 - has, so that envy is the desire to obtain something that someone else has.
 - has, while envy is when you desire to obtain something that someone else has.
 - has, and envy is about the desire to obtain something that someone else has.
 - has, because envy is the desire to obtain something that someone else has.
- 7.** Paprika, a powdered form of dried red peppers and mainstay of Hungarian cuisine, became commonly used in the 19th century and is available in varieties ranging from mild to hot.
- commonly used in the 19th century and is available in varieties ranging from mild to hot.
 - available in varieties ranging from mild to hot after it became commonly used in the 19th century.
 - commonly used in the 19th century. Since then, it has become available in varieties ranging from mild to hot.
 - commonly used in the 19th century; it then became available in varieties ranging from mild to hot.
 - commonly used in the 19th century, when it was available in varieties ranging from mild to hot.
- 8.** If you've heard that shampoo can cause cancer, bananas may contain a flesh-eating bacteria, or that you could unlock your car door with a cell phone, you've read an Internet hoax.
- shampoo can cause cancer, bananas may contain a flesh-eating bacteria, or that you could unlock your car door with a cell phone,
 - shampoo can cause cancer, you can find flesh-eating bacteria in bananas, or that you could unlock your car door with a cell phone,
 - cancer can be caused by shampoo, bananas may contain a flesh-eating bacteria, or that you could unlock your car door with a cell phone,
 - shampoo can cause cancer, bananas may contain a flesh-eating bacteria, or that you could use your cell phone to unlock your car door,
 - shampoo can cause cancer, bananas may contain a flesh-eating bacteria, or that cell phones can unlock car doors,
- 9.** The Fédération Internationale de Gymnastique (FIG) began as a group of representatives of the gymnastics associations of Belgium, France, and the Netherlands in 1881, so now includes countries from around the world.
- in 1881, so now includes countries from around the world.
 - in 1881, but now include countries from around the world.
 - in 1881; now include countries from around the world.
 - in 1881, then later it would include countries from around the world.
 - in 1881, but now includes countries from around the world.

- 10.** You can participate in a massive recycling effort just by purchasing carpeting made of polyester rather than nylon fibers, which is made from recycled plastic bottles.
- fibers, which is made from recycled plastic bottles.
 - fibers. These fibers are made from recycled plastic bottles.
 - fibers. They are made from recycled plastic bottles.
 - fibers, which are made from plastic bottles that have been recycled.
 - fibers, which makes carpeting out of recycled plastic bottles.
- 11.** One of the longest bridges in the world, the American Society of Civil Engineers named San Francisco's Golden Gate Bridge, completed in 1937, a "Monument of the Millennium."
- the American Society of Civil Engineers named San Francisco's Golden Gate Bridge, completed in 1937, a "Monument of the Millennium."
 - the American Society of Civil Engineers, completed in 1937, named the Golden Gate Bridge of San Francisco, a "Monument of the Millennium."
 - San Francisco's Golden Gate Bridge, a "Monument of the Millennium," was completed in 1937 by the American Society of Civil Engineers.
 - the Golden Gate Bridge in San Francisco was completed in 1937 and was named a "Monument of the Millennium" by the American Society of Civil Engineers.
 - the American Society of Civil Engineers named the 1937 San Francisco bridge the Golden Gate a "Monument of the Millenium."
- 12.** Insect pests of farm crops are difficult to control when necessary activities such as tillage; weeding; irrigation; and harvesting increase the pest population and decrease the numbers of its natural enemies.
- tillage; weeding; irrigation; and harvesting increase the pest population and decrease the numbers of its natural enemies.
 - tillage; weeding; irrigation; and harvesting increase the pest population and decrease the numbers of their natural enemies.
 - tillage, weeding, irrigation, and harvesting increase the pest population and decrease the numbers of their natural enemies.
 - tillage, weeding, irrigation, and harvesting increase the pest population and decrease the numbers of its natural enemies.
 - tillage, weeding, irrigation, and harvesting increase the pest population and decrease the number of its natural enemy.
- 13.** Gertrude Stein coined the phrase "the Lost Generation" to describe a group of American expatriate writers living in Paris in the 1920's and 30's, including Ernest Hemingway, F. Scott Fitzgerald, and Sherwood Anderson.
- American expatriate writers living in Paris in the 1920's and 30's, including
 - American expatriot writers living in Paris in the 1920's and 30's, including
 - American expatriate writers living in Paris in the 1920s and 30s, including
 - American expatriate writers living in Paris in the 1920s and 30s and who included
 - American expatriot writers living in Paris in the 1920s and 30s, including

- 14.** Anton Bruckner, considered the Austrian master of the 19th-century symphony, couldn't support himself completely by being a composer, so he also worked as a church organist, first at St. Florian in Anselden and then at Linz Cathedral.
- a. Anton Bruckner, considered the Austrian master of the 19th-century symphony, couldn't support himself completely by being a composer, so he also worked as a church organist, first at St. Florian in Anselden and then at Linz Cathedral.
 - b. Austrian master of the 19th-century symphony, Anton Bruckner supported himself as a composer by working as a church organist, first at St. Florian in Anselden and then at Linz Cathedral.
 - c. As the Austrian master of the 19th-century symphony, Anton Bruckner was not only a composer, but also supported himself by working as a church organist, first at St. Florian in Anselden and then at Linz Cathedral.
 - d. Austrian master of the 19th-century symphony, Anton Bruckner had to resort to supporting himself as a composer by working as a church organist, first at St. Florian in Anselden and then later at Linz Cathedral.
 - e. Indisputably the Austrian master of the 19th-century symphony, Anton Bruckner couldn't completely support himself as a composer, so he worked as a church organist, first at St. Florian in Anselden and then at Linz Cathedral.

► Answer Key

Section 1: Essay

Use the following rubric to evaluate your writing. This practice essay is included so you can work on time man-

agement and the specific essay-writing strategies you learned in Chapter 3. It's also here for you to compare your finished product with the rubric. The more you practice and perform these evaluations, the better you'll understand exactly what your scorers are looking for.

- | | |
|---|--|
| 6 | <ul style="list-style-type: none"> ■ Demonstrates outstanding writing skills ■ Includes a clear and insightful point of view on the question and reflects excellent critical thinking, using strong examples and other evidence to support this point of view ■ Contains a strong organization and focus, a clear sense of unity, and a skillful flow of ideas ■ Demonstrates a strong command of language, with varied and appropriate word choice, and meaningful variation in sentence structure ■ Contains few, if any, errors in grammar, usage, and mechanics |
|---|--|
-
- | | |
|---|--|
| 5 | <ul style="list-style-type: none"> ■ Demonstrates effective writing skills ■ Includes a clear point of view on the question and reflects strong critical thinking, using good examples and other evidence to support this point of view ■ Contains strong organization and focus, a sense of unity, and a flow of ideas ■ Demonstrates a good command of language, with appropriate word choices and variation in sentence structure ■ Contains few errors in grammar, usage, and mechanics |
|---|--|
-
- | | |
|---|---|
| 4 | <ul style="list-style-type: none"> ■ Demonstrates competent writing skills, but the quality of the writing may be inconsistent ■ Includes a point of view on the question and reflects competent critical thinking, using sufficient examples to support this point of view ■ Contains a general organizational plan and focus, with some unity and flow of ideas ■ appropriate word choice and some variation in sentence structure ■ Contains some errors in grammar, usage, and mechanics |
|---|---|
-
- | | |
|---|--|
| 3 | <ul style="list-style-type: none"> ■ Demonstrates inadequate, but not incompetent, writing skills ■ Includes a point of view on the question, reflecting some critical thinking, but this point of view may be inconsistent or incomplete, and support may be lacking ■ Contains a limited organizational strategy and focus, with a weak or inconsistent sense of unity and flow of ideas ■ Demonstrates a developing but weak command of language, with weak or inappropriate vocabulary, little or no variation in sentence structure, and may contain errors in sentence construction ■ Contains many errors in grammar, usage, and mechanics |
|---|--|

- 2**
- Demonstrates limited writing skills and may contain serious flaws
 - Includes a limited or vague point of view on the question and reflects poor critical thinking, using inadequate or irrelevant examples or other support
 - Displays a weak sense of organization and/or focus, and may lack unity and/or flow of ideas
 - Demonstrates an inadequate command of language, with limited or incorrect vocabulary, and incorrect or flawed sentence structure
 - Contains serious errors in grammar, usage, and mechanics that may make the writing difficult to understand
- 1**
- Demonstrates incompetence in writing and contains serious flaws
 - Does not contain a point of view on the question, or provides little or no support for the point of view
 - Lacks organization and/or focus, unity, and a flow of ideas
 - Contains serious errors in vocabulary and sentence structure
 - Contains serious errors in grammar, usage, and/or mechanics that make the writing difficult to understand
- 0**
- An essay that does not answer the question, or is blank, receives a zero.

(Adapted from The College Board)

Here are examples of a couple of essays written on the assignment:

You might think a memorable picture would have vivid color, an appealing or inspirational theme, or be something you might want to display and look at every day. That is not the case with the picture that is most memorable to me. Rather, it is a large mural, painted in 1937 by the Spanish artist, Pablo Picasso, to protest the bombing of a small village in northern Spain.

Surprisingly, there is no vivid red color to show the flowing blood. One must imagine this, for the mural is startlingly gray, black, and white. But there is no avoiding the horror of the images. The figures are not realistically drawn, but are cubist and abstract, and it is apparent that innocent civilians are being slaughtered. A mother screams with her mouth wide open, her head tipped back in heart-

rending anguish, as she holds her dead baby. A soldier lies dead on the ground, clutching his broken sword, and three other people are shown in shock and agony. Animals, including a tortured horse and a crying bird, are also portrayed as innocent victims of the massacre.

Some symbols are open to interpretation. What is the meaning of the bull, which seems simply to be observing, or of the light bulb emitting rays at the top of the mural? Does the bull symbolize brute force, and does the light bulb signify that there is hope? Yet there is no doubt that the distorted, horrible images are intended to shock the viewer. This depiction of human grief is a profound statement of the cruelty and senselessness of war. Limiting the pictures to black and white adds a funereal element to the shocking depiction of the catastrophe.

The memory of the picture cannot be forgotten; it is a metaphor for the senselessness and the horror of war. While it was painted to protest atrocities in a long ago war, it is as relevant today as the recollection of the horrors of September 11th. Perhaps it should be shown to all those who contemplate starting a war. Would it be worth it to have another Guernica?

This essay received a score of 5. While the writing skills are effective, the organization could be improved. For example, the fact that the painting is black and white is mentioned in the second and third paragraphs, both times noting how the color choice adds to the mood of the painting. Paragraph three has a number of major points; it would be less confusing if each point had its own paragraph.

There is a clear point of view, and the writer has obviously studied not only the painting, but the language of art criticism as well. Examples are well chosen and numerous. Word choice is varied and sophisticated, and there are very few errors in grammar and mechanics. If the essay were better organized, and the writer had followed the five-paragraph form, it could have received a score of 6.

The picture I remember is Guernica. It is by Picasso. It is not realist. That means the shapes don't look real but you know what they are in real life. It is in black and white. It is not in color like most pictures. But it really gets to you. It shows people getting killed or who are already killed. The images make it so you won't forget it.

What this picture does is to make you know that war kills people and it is just awful. A baby is killed and a soldier is killed. A mother is screaming because her baby is dead. It kills people and it kills animals and even if you are not killed you will probably be screaming or crying. There are lots of ways that life gets destroyed by war. The painting shows many of them.

This picture could be for any war it doesn't matter. In that way it is a universal message. There is not anything in the picture that tells you where it is happening. You don't know who the people are. There are wars happening today. People suffer now like in Guernica. You remember it because it makes you upset and you wish there would never be a war. Then people wouldn't have to suffer. This picture is memorable because you remember how the people suffered and they probly didn't do anything.

This essay received a 3. Organizationally, it has three paragraphs that each contains a main idea. However, two of them also include the introduction and conclusion. While they don't detract from or confuse the author's ideas, there are numerous errors in grammar and spelling. Most sentences are very short, and the lack of variety detracts from the essay. A strong point of view is maintained, but it gets lost in the unsophisticated and overly informal vocabulary.

Section 2: Multiple Choice

1. b. *Annual* is an adjective, which modifies nouns and other adjectives. What is needed is an adverb to modify the verb *die*. The correct form is *annually*.
2. d. This sentence lacks parallel structure. To be correct, *you should read* should have the same grammar structure as *reading* and *watching*. The sentence should read . . . , *and reading*.
3. c. The verb *to realize* is in the infinitive form, when it should be a gerund. To correct it, change it to *realizing*.
4. c. *Who* is the object of the preposition *for*, but it is in the subjective case. Correct it by changing it to the objective form *whom*.
5. c. The verb *are shown* does not agree with its subject, *mindful meditation*, which is singular. This subject requires a singular verb, *is shown*.
6. e. There is no error in this sentence.

- 7. b.** This is a word choice error; *weather* refers to meteorological conditions. The correct word is *whether*.
- 8. d.** The verb *come* does not agree with its subject, the word *Gestalt*, which is singular. It should be in the singular form *comes*.
- 9. e.** There is no error in this sentence.
- 10. c.** The verb forms in this sentence lack consistency. *Represent*, *is followed*, and *include* are in the present tense, and *told* is in the past. To correct it, change *told* to the present tense *tell*.
- 11. e.** This sentence has no error.
- 12. d.** This sentence contains a shift in pronoun from *their* to *he/she*. Since the antecedent is the singular noun *recipient*, change the plural *their* to the singular *his or her* to be consistent.
- 13. c.** This is an error in prepositional idiom. The correct phrase is *entered into*.
- 14. a.** This is an error in word choice. A *tributary* is a small stream that feeds into a larger stream or lake. The correct word is *tribute*.
- 15. d.** The error here is a shift in pronoun usage from the plural *they* to the singular *one*. To be consistent, *one's* should be *their*.
- 16. b.** Parallel structure is the error; *sulfide* should be plural as are *shooters* and *cores*.
- 17. c.** This sentence has a problem with parallel structure. To be correct, *it is easily attacked* must be grammatically structured like *creates a ridiculous image*. Change it to *easily attacks*.
- 18. a.** The error in this sentence is the non-idiomatic use of a gerund. The phrase *the purpose of the camp* should be followed by an infinitive. The correct sentence should read *The purpose of the camp is to improve . . .*
- 19. e.** Choice **a** is a faulty comparison of two unlike items, *John's car* and *Mr. Alberto* (a person). Choices **b** and **d** make the same error. In choice **c**, the word *like* is incorrectly used to make the comparison.
- 20. a.** The problem with choices **b**, **c**, and **e** is improper coordination. The conjunctions *so*, *but*, and *when* do not correctly convey the relationship between the two phrases. In choice **d**, there is a punctuation error; a colon is not used to introduce a phrase that begins with the conjunction *and*.
- 21. c.** The original sentence contains two errors in punctuation, a missing apostrophe in *06* (to replace the missing numbers *20*), and a comma splice (incorrect use of a comma to join two complete sentences). Only choice **c** eliminates both errors.
- 22. b.** Wordiness is the problem with choice **a**. Choices **c** and **d** repeat the error with some variations (notice the overuse of the words *program*, *that*, and *called*). Choice **e** corrects the wordiness, but changes the verb *begins* to *beginning*, which ruins the parallelism of the sentence (*begins/progresses*).
- 23. a.** Choice **b** is wordy and breaks the sentence into many small phrases. Choices **c** and **d** also use short phrases, which are awkward. Choice **e** is in the passive voice and uses the unnecessarily wordy construction *which is about many things, including North American geology*.
- 24. c.** The original sentence is a run-on. Choices **b** and **d** use a comma to solve the problem, but they still need the coordinating conjunction *and*, which both drop. The semicolon works in both **c** and **e**, but choice **e** is unnecessarily wordy.
- 25. c.** Choice **a** is in the passive voice, which makes it awkward. Choice **b** adds confusion—*four methods* of what? Choice **d** has two wordy *that* phrases, and choice **e's** *and it has* is also wordy.
- 26. c.** Choice **a** uses the wrong coordinating conjunction. *So*, which indicates that one idea logically follows the other, does not express the relationship between *the stamp was never used* and *it was removed*. The ideas don't fol-

low one another or occur at the same time.

Choice **d** repeats the error, and choice **b** uses *and*, which is also incorrect. *Or* is the right conjunction, used in both choices **c** and **e**.

Choice **e**, however, introduces a new error: *it's*, the contraction of *it is*, is incorrect.

- 27. e.** The problem with choice **a** is parallelism; the items in a list must be grammatically equivalent. In this case, the number should be first, followed by the air description. Choices **b**, **c**, and **d** repeat this error. Only choice **e** has correct parallel structure.
- 28. b.** Choice **a** is a run-on sentence that contains the redundant phrase *whitish in color*. Choice **e**, also without punctuation, retains the run-on sentence error. Choice **c** repeats the redundant phrase. Choice **d** solves the run-on sentence problem, but adds the wordy *it is because* rather than choice **b's** *because*.
- 29. e.** There are two problems with choice **a**: the plural verb *are* should be the singular *is*, and the meaning of the modifier *that are celebrated on the day after Christmas* is unclear. Choice **b** corrects the verb, but not the modifier. Choice **c** also repeats the modifier error. Choice **d** moves the modifier, but it is still unclear; is the holiday celebrated on another day in some countries?
- 30. d.** The original sentence is a faulty comparison. The nickname of one crash is being compared to the size of another. Choices **b** and **e** repeat this error. Choice **c** attempts to correct it, but is confusing: *the crash* didn't lose half the market's value—half of the market's value was lost *in* the crash.
- 31. d.** The problem with the original sentence is verb form. The phrase *two hundred years ago* tells us the past tense verb is required, meaning *existing* is incorrect. Choice **b** is more informal than the rest of the passage, and the deletion of commas in choices **c** and **e** makes the sen-

tence awkward to read. Choice **a** is unclear; the phrase *existing bicycles* sounds as if there were bicycles prior to that time, but none survived.

- 32. e.** Choice **e** mentions a year that fits with the chronology of the rest of the passage. None of the other choices are logical in the context of the passage.
- 33. c.** Sentences 4 and 6 introduce inventors, and sentences 5 and 7 give greater details about their inventions. Thus the two pairs (4 and 5, 6 and 7) belong together. Choice **c** restores chronological order.
- 34. a.** The two sentences do not transition smoothly, and another sentence is needed. However, there is no mention of Lawson's family in the passage (choice **b**), and the bicycle was already two-wheeled (choice **c**). Paragraph 1 clearly states that the bicycle was invented in Germany (choice **d**). Lawson's wheel change and addition of the chain did make the bicycle easier to ride; choice **a** works to better link the two sentences.
- 35. c.** Choice **a** doesn't work because only one European invention is mentioned in the passage. In choice **b**, the word *cycling* refers to the sport of riding bicycles. The passage never mentions this sport. Choice **d** is too specific; although changes in wheel size and configuration are discussed, this title is too narrow to represent the whole passage. Choice **e** has the same problems as **b** and **d**—there is no mention of recreational *uses*, and although its general use for recreation is brought up, this topic is too specific to work as a title.

Section 3: Multiple Choice

- 1. c.** The underlined portion of the sentence contains a mistake in parallelism—the Society *publishes* and *maintains*, not *maintain*. Choice **b** repeats the original error. Choice **d** corrects

- it, but adds the wordy phrase *that is virtual*. Choice **e** also corrects it, but unnecessarily changes the phrase to the passive voice.
- 2. d.** The original is a run-on sentence. Choice **b** separates the clauses with a comma, creating a comma splice. In choice **c**, a semicolon is used correctly, however the deletion of the conjunction *but* confuses the meaning of the sentence. Choice **e** correctly uses a period and begins a new sentence, but it introduces a new error by including the conjunction *therefore*. The information in the second clause *it was already popular . . . New York* is contradictory to the information in the first clause. *Therefore* does not correctly express that contradiction.
- 3. c.** Choice **a** incorrectly uses the word *between*, which refers to two things, instead of *among*, which refers to three or more. Choice **b** repeats the error. Choices **d** and **e** use the wrong verb forms. The context, which refers to an event in the past, and the rest of the sentence indicate that the simple past tense is required.
- 4. a.** There is no error in the underlined portion of the sentence.
- 5. e.** The problem with choice **a** is with parallel structure. The first two items in the list (*three . . . own* and *more than half . . . use*) are in the present tense. The last item, *over 60% . . . were*, is in the past tense. Choices **b** and **d** repeat the error. Choice **c** corrects it, but adds an unnecessarily wordy construction (*there are three . . . that*).
- 6. a.** There is no error in the original sentence. The distracters **b** and **e** have errors in the coordinating conjunction—*so that* and *because* do not express the relationship between the two clauses. Choices **c** and **d** ruin the parallel structure of the sentence by changing *envy* is *the desire* (it matches *jealousy is . . . the desire*).
- 7. a.** There is no error in this sentence.
- 8. e.** Parallelism is the problem with most of the choices. There are three things listed and they must all have the same grammatical structure: *shampoo can cause, bananas may contain, cell phones can unlock*.
- 9. e.** Choice **a** uses the wrong coordinating conjunction. *The Fédération* (a singular noun) was one thing (a group of representatives from three countries), *and/but* now it is another (a group that includes many other countries). So implies incorrectly that there is cause and effect. Choice **d**'s use of *then* is incorrect for the same reason. Choice **b** has an appropriate conjunction, but the plural form of the verb, *include*, doesn't match the singular noun *Fédération*. A verb tense error is also a problem in choice **c**.
- 10. b.** It's unclear what the phrase *which is made from recycled plastic bottles* modifies—*carpeting*, a singular noun, or *fibers*, a plural noun. Choice **c** is also confusing; does *they* refer to carpeting or fibers? Choice **d** changes the verb form to correctly match the plural *fibers*, but is unnecessarily wordy. Choice **e** is illogical—the fibers do not make carpeting. Choice **b** completely clears up the confusion by restating the noun *fibers*.
- 11. d.** The original sentence has a misplaced modifier—the American Society of Civil Engineers is not one of the longest bridges in the world. To correct the error, *Golden Gate Bridge* needs to follow the modifier *one of the longest bridges in the world*. Choices **b** and **e** repeat the error. Choice **c** rearranges the sentence to incorrectly state that the American Society of Civil Engineers built the bridge.
- 12. c.** Choice **a** has a simple error: semicolons are only used in a list when one or more items in the list contain a comma. Choice **b** repeats this error. In choices **d** and **e**, the correct plural pronoun *their* (antecedent—*pests*) is changed to the singular *its*.

13. c. The original sentence has a punctuation error—plural numbers such as 20s and 30s do not use an apostrophe. Choice **e** corrects that error, but exchanges the word *expatriate* (a noun or adjective meaning “voluntarily living in another country”) for *expatriot* (which is not a word in standard English). Choice **b** includes both errors, while choice **d** introduces a new one—*and who included* is incorrect. There is no need for a coordinating conjunction.

14. b. Compare choice **a** to choice **b**, noting how careful editing creates a clear and concise sentence out of a wordy, awkward one. Choices **c**, **d**, and **e** don’t contain any errors in grammar, word choice, or punctuation, but they are not as clear and concise as choice **b**.