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PART |

THE BASICS: GETTING ACQUAINTED WITH THE WRITING TEST

Overview of the Writing Test
The Essay
Multiple-Choice Questions

Preview from [Notesale.co.uk](https://www.notesale.co.uk)
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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.

Adapted from
www.collegeboard.com/newsat/hs/writing/essay.html

Based on these instructions—read them two or three times, if necessary—you must write an essay explaining your position on the statement that “it takes failure to achieve success.” An essay agreeing with the statement would argue that success, however you define it, comes about only as a result of failure and that success without failure does not qualify as true success. On the other hand, an essay that takes the opposite point of view would make the point that failure and success are unrelated. A third possibility, of course, is that success sometimes depends on failure and at other times doesn’t.

What you say in the essay is completely up to you. There is no wrong or right answer. You won’t be penalized for an unusual or unpopular point of view unless it is based on a faulty premise or pure fantasy. Once you’ve decided on your perspective, **present your case**. Concentrate on expressing your thoughts coherently and correctly. All parts of an essay should work together to make a single point. If the evidence you provide wanders from the main idea or raises additional issues that you don’t have time to discuss, the effect of the essay will be diluted. Above all, you don’t want readers to reach the end scratching their heads over the point of the essay.

Once you have decided on your position on the issue, **develop your thoughts** clearly and effectively. Developing your thoughts means nothing more than backing up your opinion with illustrative material, drawn from virtually any source you wish: from your **reading**, inside or outside of school, from your **courses**, from **personal experience**, or from **observation**. In short, you may use facts, statistics, common sense, historical background—anything, really, to demonstrate that your opinion is grounded on something more solid than

a feeling or a personal preference. Remember, the kind of writing expected on the SAT is rational discourse, not emotional blabbering.

The assignment urges you to **plan your essay** before you begin to write. For some people, that means using an outline; for others, just jotting a few notes on a piece of paper. Whether you prefer to write lists of ideas or just think about an approach before committing words to paper, on the SAT you must write an **essay**—not a play, not a poem, not a short story, not dialogue, not a fable, just an essay. Your essay need not follow a prescribed format, but you’ll probably get the best results with a straightforward, no-nonsense approach consisting of some sort of introduction, a body of material that supports your main idea, and an appropriate conclusion. Variations are possible, but twenty-five minutes doesn’t give you much time to be inventive.

The directions for writing the essay don’t tell you how long it should be. That’s because the number of words is up to you. Just remember that quantity counts less than quality. A single paragraph may not give you the chance to develop your ideas completely. Two paragraphs might do, but three or more suggest that you have the capacity to probe pretty deeply into the subject. Plan to write at least two or three paragraphs. Three, in fact, may be preferable to two, although that’s a generalization that doesn’t apply to every essay. (We’ll talk more about that in Part III.) In the end, the number of paragraphs is less important than the substance of each paragraph. Even one paragraph can demonstrate that you are a first-rate writer.

A plain, natural writing style is probably best. Think of your readers as everyday folks who appreciate straight, plain, everyday language. Readers will be turned off by formal, pompous, or overblown prose. Elegant words have their place, of course, but use them sparingly to avoid sounding pretentious or foolish.

As SAT day draws near, review these suggestions for writing an essay. Knowing what to do ahead of time will add to your peace of mind and enable you to start work immediately when the proctor says, “Open your exam booklet and begin.”

3. Our interscholastic athletic schedules were made too recklessly, without sufficient planning behind it.
- (A) too recklessly, without sufficient planning behind it
(B) too reckless, without sufficient planning behind it
(C) too recklessly, without sufficient planning behind them
(D) too reckless, and there is not sufficient planning behind them
(E) too recklessly, and there is not sufficient planning behind it
4. Many senior citizens are reluctant to go online, it results from not knowing much about computers and being a bit scared of it.
- (A) online, it results from not knowing much about computers and being a bit scared of it
(B) online resulting from not knowing much about computers and being a bit scared of it
(C) online for the reason being that they don't know much about computers and are a bit scared of them
(D) online because of knowing little about computers and being scared of it
(E) online because they know little about computers and are a bit scared of them
5. The program of extracurricular activities were cut from the school budget in spite of them being regarded as one of the most important aspects of high school.
- (A) were cut from the school budget in spite of them being regarded
(B) was cut from the school budget in spite of them being regarded
(C) was cut from the school budget in spite of them being regarded
(D) were cut from the school budget in spite of them being regarded
(E) was cut from the school budget in spite of them being regarded
6. Annie Oakley boasted that she could shoot better than any other cowboy at the rodeo; then she proved it.
- (A) Annie Oakley boasted that she could shoot better than any other cowboy at the rodeo; then she
(B) Annie Oakley boasted that she could shoot better than any cowboy at the rodeo; then she
(C) Annie Oakley boasted that she could shoot better than any cowboy at the rodeo, therefore she
(D) To boast that she could shoot better than any other cowboy at the rodeo, Annie Oakley
(E) Boasting that she could shoot better than any other cowboy at the rodeo, Annie Oakley
7. Residents of Chicago have just as much right to complain about the cold as Minneapolis, which endures sub-freezing temperatures most of the winter.
- (A) Residents of Chicago have just as much right to complain about the cold as Minneapolis, which
(B) Residents of Chicago have just as much right to complain about the cold as residents of Minneapolis, which
(C) Residents of Chicago have equally the right to complain about the cold as residents of Minneapolis, which
(D) Residents of Chicago, having the equal right to complain about the cold as Minneapolis, where the population
(E) Residents of Chicago, rightfully complaining about the cold as the population of Minneapolis, where it

31. In context, which of the following is the best way to revise the underlined words in order to combine sentences 4 and 5?
- It was a great physical achievement. In accomplishing this great feat of engineering, the workers were exploited and many of them died.*
- (A) It was a great physical achievement, in accomplishing this great feat of engineering
 (B) The fact is that
 (C) But students don't learn that this great physical feat of engineering came at a large price because
 (D) As a result, historians say that this great achievement meant that
 (E) Although building the railroad was a great physical achievement,
32. Which of the following ideas is the best to add to sentence 9 in order to link it to sentence 8?
- (A) Consequently,
 (B) Because laborers were pushed to complete the work as quickly as possible,
 (C) On the other hand,
 (D) With regard to taking advantage of the Chinese laborers,
 (E) A good example of exploitation is that
33. Which of the following best describes the relationship between sentences 9 and 10?
- (A) Sentence 10 provides material that illustrates the statement made in sentence 9.
 (B) Sentence 10 proves the validity of the point made in sentence 9.
 (C) Sentence 10 introduces sources of information that confirms that in sentence 9.
 (D) Sentence 10 offers an alternative point of view about the point made in sentence 9.
 (E) Sentence 10 restates opinions expressed in sentence 9.
34. Which of the following would be the best sentence to insert before sentence 13 to introduce the last paragraph?
- (A) Building the railroad was such an expensive undertaking that no private individual of that era could afford to finance the whole thing.
 (B) Paying for the construction of the railroad left the federal government with a mountain of debt.
 (C) One set of construction crews started building from the east to the west, while another began in the west and built eastward.
 (D) The building of the railroad was indeed an American milestone.
 (E) The Pacific Railroad Act, a document rushed through Congress, was grossly over-generous in its benefits to the builders.
35. What material is the most appropriate to add immediately after sentence 14?
- (A) How the four business tycoons happened to meet and form a partnership
 (B) The facts that convinced the four men to build the railroad
 (C) Reasons why shoddy construction methods were used
 (D) Details about unethical business practices during the construction of the railroad
 (E) An account of how the eastbound and westbound tracks met in Utah in 1869

End of Section 2.

Do not return to Section 1. Do not proceed to Section 3 until the allotted time for Section 2 has passed.

Section 3

Multiple-Choice Questions

TIME—10 MINUTES

IMPROVING SENTENCES

Directions: The underlined sentences and sentence parts below may contain errors in standard English, including awkward or ambiguous expression, poor word choice (diction), incorrect sentence structure, or faulty grammar, usage, and punctuation. Read each sentence carefully and identify which of the five alternate versions most effectively and correctly expresses the meaning of the underlined material. Indicate your choice by filling in the corresponding space on the answer sheet. Choice A always repeats the original. Choose A if none of the other choices improves the original sentence.

1. Tony showed three college acceptance letters to his counselor, he said that NYU was definitely his first choice.

(A) Tony showed three college acceptance letters to his counselor, he
 (B) Three college acceptance letters, which were shown to his counselor by Tony, who
 (C) Three college acceptance letters were shown by Tony to his counselor, then he
 (D) After showing three college acceptance letters to his counselor, Tony
 (E) Tony, having shown three college acceptance letters to his counselor, he
2. Before going on the senior class trip, a parental permission slip must be filled out for each student.

(A) a parental permission slip must be filled out for each student
 (B) a student must have their parental permission slips filled out
 (C) their parents must fill out a permission slip for each student
 (D) a student must have a parental permission slip filled out
 (E) permission for each student must be filled out by their parents
3. Despite being called “reality” television, the program about the plane crash in the Rockies seemed about as real as a cow jumping over the moon.

(A) Despite being called “reality” television
 (B) Although its being “reality” television
 (C) It was called “reality” television
 (D) Because it was called “reality” television
 (E) Calling it “reality” television
4. To think that only money motivates people to choose a career in professional athletics is wrong because in sports many people do it to find personal satisfaction.

(A) wrong because in sports many people do it to find personal satisfaction.
 (B) wrong because sports would have had an effect on find personal satisfaction
 (C) wrong, and the reason is because of the finding of personal satisfaction from a career in sports
 (D) wrong, because many athletes find personal satisfaction out of sports
 (E) wrong because many athletes find personal satisfaction in their sport

Tad's Essay

I believe that in the ideal educational system students should be rewarded with high grades for their effort. No necessarily for their achievement. I believe that a system such as one based on effort would decrease the motivation for cheating. However, a system based entirely on effort might allow for an illiterate child who tries very hard to read to get excellent marks however never learn to read. A common analogy might be a player on a team. Some players try hard, but they shouldn't earn a starting position and cause the team to lose just for that. Realizing this discrepancy, I feel that if a "reward by effort" system was to be instituted, then students would still be required to maintain appropriate grades on exams in each subject. These exams would allow for regular "checks" on what a student's actual understanding of the "concepts at hand" were. Without appropriate grades on these "understanding exams" a student would not be allowed to advance through the educational process. On the aspect of lessening the motive to cheat, this "reward by effort" system could have great advantages. Because ones effort, not achievement, would be rewarded, a student would have to display their own effort in their work, but more importantly, in the classroom. It would be really very difficult to copy someone else's effort during a student's "lunch period."

Your impressions: _____

_____ Score: _____

Comment to Tad: *Your essay starts well and contains some interesting, although awkwardly worded, ideas about grades and effort. The examples you present to support your view are not altogether clear or effective. Toward the end of the essay, the point is lost in a puzzling array of quotation marks and a hard-to-follow structure. Had you written more than one paragraph, the meaning of the essay might have been more transparent.*

Each reader gave the essay a score of 3, for a total score of 6.

Tiffany's Essay

Education today has turned into a race for the highest numbers. It doesn't matter how hard you work or how much you learn. What is important is the number that appears the top of the paper. In my opinion, this is the wrong way to look at education.

If grades only reflected achievement, there would be almost no point in going to school because almost every student would take the easiest courses, or they would cheat, or find some other way—any way that works—to get the good grades. Meanwhile, they would learn nothing. On the other hand, if students know that a good grade will come only after they put effort into their classes, not only will they work harder, but they would also learn something. In such cases, students will determine to put all their effort into their studies. The easy way out will not pave the way to a high quality transcript.

Therefore, grades should indicate neither achievement nor effort alone but a combination of the two criteria. Of all the courses I have taken in high school the one that means the most is Russian History and Literature. In that course the teacher spelled out just what it takes to earn top grades. He expected that in a high-powered elective course with an academically bright population most of us students would earn 90. But if we aimed for the high or mid 90s, we'd have to "go the extra mile." We'd have to do more than just do the homework and participate in class. We'd have to show initiative in other ways, too, by keeping informed of the current events in Russia, for example, or viewing Russian films and reading extra books about Russian society and culture. Some students complained that they didn't have

ANSWER EXPLANATIONS

SECTION 2—IMPROVING SENTENCES

Note: Although some choices contain multiple errors, only one or two major errors are explained for each incorrect choice. Page numbers refer to relevant material for study or review.

1. **B** Choice A violates the parallelism of the series of phrases.
Choice B is the best answer. It expresses the third item in the list of home furnishings as a noun phrase parallel in form to *a pottery kiln* and *high-tech stainless steel appliances*.
Choice C, by inverting the usual word order, is awkwardly expressed.
Choices D and E violate the parallelism of the series of phrases.
(See *Faulty parallelism*, page 146, and *Awkwardness*, page 137.)
2. **D** Choices A, B, and E incorrectly shift the verb tense from the past tense to other tenses.
Choice C is in the past tense, but it also contains the clumsy and pointless phrase *having turned*.
Choice D is the best answer. It maintains a verb tense consistent with the rest of the sentence.
(See *Shifts in verb tense*, page 148.)
3. **C** Choice A uses the singular pronoun *it* to refer to the plural antecedent *schedules*.
Choice B uses an adjective, *reckless*, instead of the adverb *recklessly*.
Choice C is the best answer.
Choice D, like B, uses an adjective where an adverb is needed and also includes the clumsily worded construction *and there is not*.
Choice E is clumsily expressed and, like A, uses a singular instead of a plural pronoun.
(See *Pronoun–antecedent agreement*, page 159, and *Faulty diction*, page 168.)
4. **E** Choice A contains a comma splice. It also uses the singular pronoun *it* to refer to the plural noun *computers*.
Choice B includes an awkward construction, *resulting from not knowing*, and uses a singular pronoun *it* to refer to the plural noun *computers*.
Choice C is excessively wordy. Also, the construction *for the reason being that* is not expressed in standard English.
Choice D uses the singular pronoun *it* to refer to the plural noun *computers*.
Choice E is the best answer.
(See *Pronoun–antecedent agreement*, page 157, and *Comma splices*, page 142.)

11. **C** Choice A contains a pronoun *their*, which fails to refer to any specific noun or other pronoun. Choice B twice uses the pronoun *their*. Neither refers to any specific noun or other pronoun. Choice C is the best answer. The pronoun *its* refers to *tradition*. Choice D makes a noun–verb error by pairing a singular verb *explores* with two nouns, *stories and music*. Choice E violates standard English idiom. (See *Faulty pronoun reference*, page 161, and *Faulty idiom*, page 138.)

SECTION 2—IDENTIFYING SENTENCE ERRORS

12. **C** Faulty verb tense. The present tense should not be used to describe an event that took place in the past. Use *decided*. (page 156)
13. **C** Faulty comparison. When using *more* in making a comparison, use the positive form of the adjective as in *more happy*. (page 163)
14. **B** Subject–verb agreement. The plural noun *dilemmas* requires a plural verb. Use *are*. (page 152)
15. **D** Faulty diction. When referring to a person, use the pronoun *who* rather than *which*. (page 168)
16. **E** No error.
17. **E** No error.
18. **D** Faulty verb tense. The past perfect tense should be used to express action completed prior to some other event or action. Use *had preferred* instead of *will prefer*. (page 180)
19. **B** Faulty pronoun reference. The singular pronoun *this* fails to refer to any specific noun or other pronoun. (page 178)
20. **B** Faulty parallelism. Verbs in a series should be in parallel form. Use *represents*. (page 173)
21. **B** Noun–verb agreement. The plural noun *Many* requires a plural verb. Use *have opposed* instead of *has opposed*. (page 176)
22. **C** Faulty parallelism. Verbs in a series should be in parallel form. Use *gives them* or an equivalent verb in the present tense. (page 161)
23. **B** Noun–verb agreement. The singular noun *examination* requires a singular verb. Use *does* instead of *do*. (page 176)
24. **B** Wordiness. Use either *once more* or *again*, but not both, because they are redundant. (page 171)
25. **A** Faulty verb tense. Use *has been* (present perfect) to refer to action that occurred in the past and is still in progress. (page 180)
26. **B** Faulty idiom. In standard English usage, the idiom is *significant to*. Use *to* in place of *for*. (page 166)

27. **D** Faulty comparison. A double comparison is created by adding *-er* to the adjective. Use *larger* instead of *largest*. (page 163)
28. **B** Faulty pronoun case. Pronouns in a phrase beginning with a preposition (*between*) must be in the objective case. Use *me* instead of *I*. (page 179)
29. **E** No error.

SECTION 2—IMPROVING PARAGRAPHS

30. **C** The writer has used “having learned,” a form of the verb used to express action completed before another action. (For example, *Having learned about the impending hurricane, the residents evacuated their homes.*) In sentence 1, however, the writer intended to say that all students of American history have learned and continue to learn about the building of the transcontinental railroad. Therefore, a different form of the verb is a better choice.
Choice A is an unsatisfactory answer because the sentence uses an incorrect verb form.
Choice B suggests that sentence 2 would serve as a better opening sentence of the essay. But because sentence 1 is more general, it is a more effective introduction.
Choice C is the best answer.
Choice D alters the intended meaning by improperly placing the focus of the sentence on students who studied American history long ago.
Choice E improperly deletes the comma and adds needless words to the sentence.
31. **E** Although sentences 4 and 5 are grammatical, they are wordy. The phrase “accomplishing this great feat of engineering” needlessly echoes the idea expressed by “great physical achievement.” By combining the sentences, one of the repetitive phrases can be eliminated, thereby making the sentence more concise.
Choice A contains a comma splice. Two independent sentences may not be joined by a comma. Either a semicolon or a period and capital letter should be used.
Choice B is unsatisfactory because it eliminates one of the essay’s important ideas—that the railroad was a technological marvel.
Choices C and D are unsatisfactory not only because they add irrelevant ideas to the essay, but they also create irrelevant links between the exploitation of the workers and other matters.
Choice E is the best answer. It reduces the number of words, eliminates the repetition, and adds interest to the sentence by alluding to the fascinating contrast between the colossal achievement of building the railroad and its horrendous cost.
32. **B** Although sentence 8 and 9 are grammatically correct, to develop the essay more fully and to improve its coherence the relationship between the two sentences should be tighter. A transitional word or phrase is needed to explain the reason for unsafe conditions.
Choices A and C are common and often useful transitions, but neither is appropriate in this context.
Choice B is the best answer. It provides an idea that clearly links the information contained in the two sentences.
Choice D introduces an awkwardly expressed idea suggesting improperly that only the Chinese workers were exploited.
Choice E not only creates repetition but it mars the essay’s objectivity. Whether a piece of evidence is good or not should be left for the reader to decide. Writers shouldn’t editorialize on the quality of their examples.

33. **A** Good writers take pains to write specifically. The vagueness of the phrase “unsafe and cost lives” in sentence 9 might well leave readers wondering about what perils of railroad work the writer had in mind.
Choice A is the best answer. Along with sentence 11, it vividly details one of the perils faced by workers on the railroad.
Choice B overstates the function of sentence 10 because the writer offers no real “proof” that the methods were unsafe.
Choices C, D, and E fail to describe accurately how sentence 10 supports or develops sentence 9.
34. **A** The short last paragraph of the essay lacks a main idea. The two sentences contained in the paragraph refer to two different matters: (1) the government’s role in paying for the railroad’s construction, and (2) the character of the men who ran the operation. What the paragraph needs is a topic sentence that somehow unifies these disparate concerns.
Choice A is the best answer. It provides a reason for the government’s financial participation in the project, and it alludes to the fact that the railroad’s construction was basically a private enterprise.
Choice B is an unsatisfactory topic sentence for this paragraph. It is better suited for a paragraph on the debt incurred by the government to pay for the railroad.
Choices C, D, and E refer to matters related to the building of the railroad, but none of them focuses directly on the contents of sentences 13 and 14.
35. **D** Sentence 14 leaves the reader hanging. It asserts that greed drove the businessmen to engage in fraud but provides none of the gory details. To be convincing, the paragraph needs to be developed with specific evidence and examples.
Choices A, B, and E are related to the topic of the entire essay but have nothing to do with the issues raised in the last paragraph.
Choice C may be a tempting answer because it suggests vaguely that the men condoned shoddy construction methods in order to save money, but that is a detail better left for later in the paragraph. First, the paragraph should focus more generally on the men’s unethical business dealings.
Choice D is the best answer. It correctly describes the material that should follow sentence 14.

SECTION 3—IMPROVING SENTENCES

1. **D** Choice A is unsatisfactory because it joins two independent clauses with a comma. Therefore, it is a comma splice.
Choice B is a sentence fragment; it has a subject, *letters*, but it lacks a verb.
Choice C is written in the passive voice and also contains a comma splice.
Choice D is the best answer.
Choice E contains two clauses with no grammatical relation to each other.
(See *Comma splice*, page 142, *Sentence fragments*, page 139, and *Mismatched sentence parts*, page 143.)

Don't be misled by the title of this chapter. It's a come-on, not a promise. For one thing, writing an essay in twenty-five minutes may be a contradiction in terms. An essay is basically the product of an author's thinking. It expresses a point of view arrived at after reflection, analysis, or interpretation of a subject or issue. When given the topic less than half an hour before the paper is due, you can't expect to pore over the assignment. If you think too

deeply, before you know it, you'll have run out of time.

Another reason that the heading is illusory is that you don't learn to write very well by reading about how to do it. You learn to write by writing, by messing around with ideas and words, by experimenting, by practicing, and by doing what seasoned practitioners do when they face a sheet of blank paper or an empty computer screen: They write!

THE ESSAY-WRITING PROCESS

The next several pages will acquaint you with what expert writers think about as they practice their craft. In addition, as you learn what works and what to avoid, you'll become more attuned to some of the basic principles of good writing. Because you won't have time to invent a process when you write your SAT essay, it pays to have one in mind ahead of time. In preparation for the test, try out various processes while writing practice essays. Then develop the one that enables you to work most rapidly and efficiently while producing the best results. In effect, make a plan for what to do during each stage of the writing process.

The first stage, often called *pre-writing*, consists of everything that needs to be done before you actually start writing. During the second stage, *composing*, you choose the words and form the sentences that express your thoughts. And during the final stage, *revising and proofreading*, you polish and refine the text of your essay word by word, making it clear, correct, and graceful. The truth is that these three stages overlap and blend indiscriminately. Writers compose, revise, and proofread simultaneously, they jot down sentences during pre-writing, and even later in the process they weave new details into their text. In fact, no stage really ends until the final period of the last sentence is put in place—or until your proctor at the SAT test site calls “Time!”

No book can tell you just how much time to devote to each step in the process. What works for you may be different from what works for others. But the three best ways for anybody to prepare are (1) to practice, (2) to practice, and (3) to practice some more.

Pick sample essay topics found on pages 129–130. Following the instructions for SAT essays, write an essay a day for several days in a row, or until you get the feel of twenty-five minutes' writing time. Pace yourself. Keep a record of how much time you spend thinking about the topic, how many minutes you devote to composing the essay, and how long it takes you to proofread and edit. As you practice, adjust the following plan until you get the timing that suits you best and produces the results you want:

Pre-writing: 4–5 minutes

Reading and analyzing the prompt

Picking and narrowing the topic

Choosing a main idea

Gathering and arranging supporting ideas

Composing the essay: 15–18 minutes

Introducing the thesis

Developing paragraphs

Choosing the best words for meaning and effect

Structuring sentences effectively

Writing a conclusion

Editing and proofreading: 4–5 minutes

Editing for clarity and coherence

Editing to create interest

Checking for standard usage and mechanical errors, including spelling, punctuation, and capitalization

To make every second count, don't waste time inventing an essay title (your essay doesn't need one). Don't count words, and don't expect to recopy your first draft. Because readers understand that SAT essays are first drafts, feel free to cross

4. “There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered.”

Nelson Mandela, *A Long Walk to Freedom*

Assignment: Do we need to understand our past in order to understand ourselves? Plan and write an essay that develops and supports your views on this issue.

- A. _____
- B. _____
- C. _____

5. “Destiny is not a matter of chance. It is a matter of choice. It is not a thing to be waited for, it is a thing to be achieved.”

William Jennings Bryan (1860–1925)

Assignment: Do you think that a destiny achieved by the decisions and choices you have made is preferable to a destiny that comes from chance or luck? Plan and write an essay that develops and supports your views on this issue.

- A. _____
- B. _____
- C. _____

Suggested answers are on page 105.

GATHERING AND ARRANGING IDEAS PURPOSEFULLY

Unless you are blessed with a digital mind that instantly processes information and draws insightful conclusions, spend a few moments gathering and arranging specific ideas, arguments, anecdotes, examples—whatever you can think of to support and develop your essay’s main idea. List your thoughts on paper—just a word or two for each idea. These jottings can be the working outline of your essay. Then draw circles around key words,

connect related ideas with arrows, or just underline the thoughts you’ll definitely use in your essay.

No single technique for gathering ideas excels any other, provided it helps you identify what you’re going to write. While you plan, one idea may trigger a flood of others. Maybe you’ll end up with more brilliant ideas than you can use. (Everyone should have such a problem!) Your task then would be to pick out and develop only the best of the best.

With materials assembled, decide what should come first, second, third. The best order is the clearest, the order your reader can follow with the least effort. But, just as a highway map may show several routes from one place to another, there is no single way to get from the beginning to the end of an essay. The route you plan depends on the purpose of the trip.

Each purpose will have its own best order. In storytelling, the events are usually placed in the sequence in which they occur. To explain a childhood memory or define an abstract term takes another organization. An essay that compares and contrasts two books or two people may deal with each subject separately or discuss the features of each point by point. No plan is superior to another provided there’s a valid reason for using it.

The plan that fails is the aimless one, the one in which ideas are presented solely according to how they popped into your head. To guard against aimlessness, rank your ideas in order of importance. Then work toward your best point, not away from it. Giving away your *piece de resistance* at the start is self-defeating. Therefore, if you’ve come up with, say, three good ideas to support your thesis, save the strongest for last. Launch the essay with your second best, and sandwich your least favorite between the other two. A solid opening draws readers into the essay and creates that all-important first impression, but a memorable ending is even more important. Coming last, it is what readers have fresh in their minds when they assign the essay a grade.

The following guideline won’t apply to every essay, but a body consisting of three sections is just about right. Why three? Mainly because three is a number that works. Three pieces of solid evidence in support of your main idea creates the impression that you know what you’re talking about. One is insufficient, and two only slightly better. But three indicates thoughtfulness. Psychologically, three

Here is another example of a dull opening:

Photography is one of the most popular hobbies in the world.

No reader except maybe an avid photographer would be moved to continue reading the essay. A more lively opening evokes a different response:

I took my camera and twelve packs of fresh film on Spring Break, but when I came home ten of them were still unopened.

Aha! That's a sentence that leaves readers wondering what happened during Spring Break. It implies that the writer is about to tell a story that explains why he took so few photos.

Here's one more example:

Dull: Most predictions that George Orwell made in his novel of the future, *1984*, did not happen.

Sharp: Why did the brilliant author George Orwell goof?

The first opening, written as a nondescript statement of fact, won't interest anyone unfamiliar with *1984*, but the second one, a pithy question, is more powerful. It's intriguing that Orwell, a great intellectual author, had "goofed." The very idea entices readers to find out what happened.

By now the message should be clear: Openings should not only reveal the subject matter and main idea of the essay but also compel readers to go on to the next paragraph.

As you write practice essays, try using the following five common techniques, each illustrated with an example from an essay by a high school student.

1. Start with brief account of an incident—real or invented:

By lunch period, Megan, a senior at Wooddale High School, had already traded e-mail messages with her brother in college, with her dad at work, and with a friend who was absent from school that day. Although every form of communication has drawbacks, e-

mail, like nothing since the invention of the telephone, has opened up the world to teenagers.

Lisa N

With one sentence, Lisa has whetted her readers' curiosity about what comes next. Her list of e-mail messages suggests that the essay will be about the effects of staying in touch via e-mail or about some other aspect of communication.

2. State a provocative idea in an ordinary way or an ordinary idea in a provocative way. Either one will ignite reader interest.

As any football hero will tell you, on the field brains count for more than brawn.

Ollie G

This unusual idea may cause readers to question Ollie's sanity or maybe to analyze their own images of football players. Either way, Ollie has aroused his readers' interest with a provocative idea that presumably will be explained in the rest of the essay.

3. Use a quotation—not necessarily a famous one—from Shakespeare, a popular song, or your grandmother. Whatever the source, its sentiment must relate to the essay's topic.

"You can take people out of the country but you can't take the country out of the people."

Gary F

With this opening, Gary accomplishes a great deal. He gives a clever new twist to a common adage and with a few words has introduced his main idea—the futility of changing people's basic characteristics or core values.

4. Refute a commonly held assumption or define a word in a new and surprising way.

Even though she's never written a rhyme or verse, my boss at Safeway is just as much a poet as Shelley or Keats.

Rebecca V

Compound: The competition is stiff, but it won't keep Mark from winning.

The sentence is **compound** because it is made up of two simple sentences joined by the coordinating conjunction *but*. Other coordinating conjunctions used in compound sentences are *and*, *yet*, *or*, *for*, *nor*, and *so*, as in:

The competition is stiff, *and* Mark is worried about winning.

Mark is worried about winning, *for* he has a bad cold.

Notice that the structure of each of these compound sentences gives roughly equal emphasis to its two main ideas.

Complex: Although he has a bad cold, Mark will win.

The sentence is **complex** because it is made up of two parts—a simple sentence (*Mark will win*) and a clause (*Although he has a bad cold*) that is not a complete sentence in itself but depends on the simple sentence for its meaning. Because the clause begins with a subordinating conjunction (*Although*), it is called a **subordinate clause**. Subordinate clauses contain ideas related to the complete sentence (called the **independent**, or **main**, clause), but they are usually less important. Other common subordinating conjunctions include *because*, *after*, *before*, *though*, *unless*, *until*, *whenever*, and *while*.

Not every simple, compound, and complex sentence is structured in the way just described. In fact, variations abound because English is a remarkably flexible language that can be shaped in countless ways, as you'll see next.

Most simple sentences start with the grammatical subject followed by the verb, as in:

Cats (subject) *sleep* (verb) asleep in about three seconds.

They (subject) *sleep* (verb) best after eating and cleaning themselves.

I (subject) *wish* (verb) to be a cat in my next life.

A string of sentences with this subject–verb pattern resembles the prose in a grade-school primer—a style that just won't do on an SAT essay. To be sure that you write in a more mature and engaging way, analyze one of your recent essays. Do several sentences begin with grammatical subjects? If so, try shifting the subject elsewhere. Try leading off with a prepositional phrase, or with an adverb, adjective, or some other grammatical unit.

The following pairs of sentences show how a subject can be shifted from its customary position:

Before the shift: Ms. Bennett is one of the most popular teachers in the school.

After the shift: In this school, Ms. Bennett is one of the most popular teachers.

After a prepositional phrase was added, the subject (*Ms. Bennett*) has been moved further along in the sentence.

Before: She taught the novel *Giants in the Earth* to our eleventh-grade English class with enthusiasm.

After: Enthusiastically, she taught the novel *Giants in the Earth* to our eleventh-grade English class.

Obviously, the revised sentence begins with an adverb.

Before: Students were less excited about the book than she was.

After: Yet, students were less excited about the book than she was.

Well, here the subject (*students*) is stated after an opening connective.

Before: I loved the book, although it turned out to be an intolerable drag for most of my classmates.

After: Although the book turned out to be an intolerable drag for most of my classmates, I loved it.

After introducing the sentence with a dependent clause, the writer names the subject, *I*, and then adds the rest of the sentence.

The ancient Roman city of Pompeii lay near the base of Mt. Vesuvius. In 79 A.D., Vesuvius erupted, burying the city with tons of hot, wet ash. In less than a day, the city vanished. More than seventeen centuries later, an Italian peasant digging in a field with a shovel accidentally struck the top of a wall. He had found Pompeii. Today, two hundred years later, the city is still being unearthed. The excavation reveals that Pompeii must have been a beautiful city.

For more details and practice in sentence combining, turn to Part V, page 189.

Varying Sentences—A Summary

Use a variety of sentence types: simple, compound, and complex.

Create variety by starting sentences with a

Prepositional phrase: *From the start, In the first place, At the outset*

Adverbs and adverbial phrases: *Originally, At first, Initially*

Dependent clauses: *When you start with this, Because the opening is*

Conjunctions: *And, But, Not only, Either, So, Yet*

Adjectives and adjective phrases: *Fresh from, Introduced with, Headed by*

Verbal infinitives: *To launch, To take the first step, To get going*

Participles: *Leading off, Starting up, Commencing with*

Inversions: *Unique is the writer who embarks . . .*

Balance long and short sentences.

Combine series of very short sentences.

Dismember very long sentences.

Practice in Varying Sentences

Directions: The following passages need greater balance. Divide some of the long sentences and combine some of the short ones. Try to preserve the original meaning of each passage.

- Mr. Finn is the teacher. He's a good teacher. He runs the class like a dictatorship, however. He has no use for "democracy." He knows nothing about freedom. He announced his rules on the first day. He doesn't allow talking. He forbids gum chewing. He won't permit the wearing of hats. At the bell, he locks the classroom door. After-school detention is a consequence of lateness to class. His homework is compulsory. A girl once came without homework. Mr. Finn lowered the boom. The girl turned colors and almost wept. No one dares to come unprepared to class.

- I have taken numerous science classes. In science classes we mostly talked about experiments. We didn't do experiments. The equipment was too costly. We had to make do with obsolete equipment. Scientific theories were taught. The theories were not practiced in labs. They were not demonstrated. The science department needs \$1 million. With a million dollars it could give students a better education in science.

3. By dumping garbage, sewage, and other hazardous waste products into the sea, many nations are polluting the world's oceans, and in doing so are making beaches and swimming dangerous, poisoning fish with toxic materials that end up in fish, lobsters, clams, and other sea life that we humans eat, causing the toxins to enter our bodies.

say that the dream should also include a good education, friends, a feeling of well-being, good health, and above all, the blessings of liberty. By that they mean freedom of speech and freedom of religion. The dream must also have the freedom to choose to be part of an untraditional family made up of same-sex partners or any other combination of adults and children.

4. The earth has experienced a sharp increase in natural disasters, from about 100 per year in the 1960s to five times that number in the early part of the twenty-first century, the reason being not that earthquakes, droughts, huge storms, and floods are happening more frequently and with greater intensity but that the population of the world has increased and people in greater numbers now occupy areas that are prone to natural disasters, such as flood plains, coastal lands, and cities built on subterranean fault lines. The planet has not changed. Humans have.

Suggested answers are on pages 109–110.

ENDING YOUR ESSAY

Because it comes last, the final sentences of your essay should be written with care. Don't resort to that old stand-by, a summary ending. When an essay is short to begin with, it's insulting to review for readers what is evident on the page in front of them. Readers are intelligent people. Trust them to remember what your essay says.

An effective conclusion should fit the style and mood of the essay and spring naturally from its contents. A good essay can easily be spoiled by a grating conclusion. A serious essay, for example, shouldn't end with a joke. Also stay away from endings that are too common or cutesy, such as: *that's it; so long for now; happy reading; well, I can't think of anything else; sorry, I've run out of time; good-bye and God bless you.* Such trite endings say in effect that you and your imagination have run out of gas.

A short ending is preferable to none at all. A carefully written ending leaves readers satisfied that they have arrived somewhere and may sway them to judge your essay more favorably than otherwise. There are no guarantees, of course, but readers are bound to be touched by a memento of your thinking, your sense of humor, or your vision.

Practice in Writing Conclusions

Directions: Try your hand at writing an appealing ending for each of the essays described here.

1. **Topic:** Language taboos

Our society prohibits or frowns on the use of certain categories of words. In recent years, however, changes have made many language taboos obsolete. After citing several examples, the writer wonders about language usage in the future.

2. **Topic:** The value of school sports

The writer, in comparing athletics in school to life, makes the point that in both endeavors you need to develop a winning strategy.

EDITING AND PROOFREADING: THE FINAL TOUCHES

Once you've ended your essay, spend whatever time is left editing and proofreading. You can't do a complete makeover, but you can do a great deal to improve communication between you and your readers.

The following pages are meant to be a guide to editing your SAT essay. But keep in mind that the material will help you answer the multiple-choice questions later in the exam, especially the Identifying Sentence Errors questions.

3. **Topic:** High school vs. junior high

The point of the essay is that while high school is not perfect, it is far better than junior high, where students are treated like inmates, not like human beings.

Suggested answers are on page 110.

EDITING FOR CLARITY

Check your essay for clarity by asking yourself whether a reader could misconstrue anything you've written. Penny T wrote her essay about missing teenagers—those kids whose faces are often printed on milk cartons. One of her sentences read “The last thing parents should do is talk to their kids.” Coming to that sentence, a reader might well wonder whether Penny means that parents should talk to their kids as a last resort, or, that in a list of what parents ought to do, the final step is talking to their kids.

Later in the essay Penny wrote, “Ellen told her friend Debbie that she had made a serious mistake by running away from home.” Penny certainly understood what she intended to say, but a reader can’t tell whether Ellen took a dim view of Debbie’s actions or whether Ellen herself had second thoughts about her own flight. Granted, these sentences have been quoted out of context, but the point remains: What may seem perfectly clear to a writer may send a puzzling message to the reader.

That’s why you should work hard to arrange your words in the clearest order. Watch for grammatical perils that interfere with meaning, especially (1) misplaced modifiers, (2) dangling participles, and (3) lack of parallelism—all discussed in the pages that follow.

Misplaced Modifiers

Modifiers are words, phrases, and clauses that tell something about or limit the meaning of a particular word or statement. For example:

The bedroom had a *broken* window.

The adjective *broken* is a modifier because it tells something about the condition of the *window*. In other words, *broken* “modifies” *window*.

Jessica bought a mouse *that was guaranteed to work with her computer*.

The clause *that was guaranteed to work with her computer* is a modifier because it tells something about the mouse. It modifies the noun *mouse*.

Modifiers must be placed so that they modify the correct words:

Mike only loves Sharon.

Here *only* modifies the verb *loves*. The modifier is appropriate if Mike feels nothing but love for Sharon—no admiration, no awe, no respect, nor any other emotion. If, however, Mike has but one love, and she is Sharon, then *only* is misplaced. Properly placed, *only* should come either before or after *Sharon*:

Mike loves *only* Sharon. or Mike loves Sharon *only*.

Another example:

Naomi decided *when she had finished the essay* to watch TV.

In this sentence, *when she had finished the essay* is the modifier. But it is hard to tell whether it modifies *decided* or *watch*. If it modifies *decided*, Naomi finished her essay and then made a decision to watch TV. If it modifies *watch*, Naomi worked on her essay and decided at some point that she would watch TV when she had completed the work.

When she had finished the essay, Naomi decided to watch TV.

While writing an essay Naomi decided to watch TV when she had finished.

Now the meaning of both sentences is unambiguous.

Obviously, misplaced modifiers can cloud a writer’s intentions. To avoid the problem, place modifiers as close as possible to the words they modify:

Misplaced: Philip donated his old car to a charity *that no longer ran well*.

The modifier *that no longer ran well* is too far from *car*, the word it modifies.

Clear: Philip donated his old car *that no longer ran well* to a charity.

Misplaced: The bowling alley lends out shoes to its customers *of all sizes*.

The modifier *of all sizes* should be closer to *shoes*, the word it modifies.

Clear: The bowling alley lends out shoes *of all sizes* to its customers.

Dangling Modifiers

In a sentence words must fit together like pieces of a jigsaw puzzle. Sometimes, a misplaced word looks as though it fits, but it fails to say what the writer intended.

- (1) While running to English class, the bell rang.
- (2) Working full time, the summer passed quickly.
- (3) When only eight years old, my father warned me about smoking.

The ludicrous meaning of these sentences may not strike you immediately, but look again. Do you see that these sentences describe a surreal world in which bells run to class, summers hold full-time jobs, and youthful fathers dispense advice? The problem is that these sentences try to mate two groups of words that can't go together. The parts are mismatched. After the comma in sentence 1, you expect to find out who is running, but you are not told. Likewise, after the commas in sentences 2 and 3, you are not told who was working and who is only eight years old. In short, you're left dangling. Hence, the label **dangling modifier** has been given to this type of construction. To correct the error, add the noun or pronoun to be modified, as in:

While the boys were running to English class, the bell rang.

Because Charlotte worked full-time, her summer flew by.

When I was eight, my father warned me about smoking.

Re-writing the whole sentence is often the best cure for a dangling modifier, as in:

Dangling: Still sound asleep at noon, my mother thought I might be sick.

Clear: My mother thought I might be sick because I was still sound asleep at noon.

Dangling: While talking on the phone, the stew burned in the pot.

Clear: While I talked on the phone, the stew burned in the pot.

Practice in Identifying Misplaced and Dangling Modifiers

Directions: Revise the following sentences that contain a misplaced or dangling modifier. Some sentences may be corrected by shifting the placement of one or more words. Others need more substantial revision.

1. After completing the chemistry homework, that pizza tasted great.

2. Sound asleep in the hammock, Denise discovered her boyfriend.

3. Used all night to illuminate the steps, I needed new batteries for the flashlight.

4. Driving down the mountain road, a rock hit my windshield and smashed it.

5. Stopping to rest after a long hike, a grizzly bear stood in front of me.

6. After a quick breakfast, the school bus picked me up.

7. A report was submitted about the bank robbery by the police.

8. At the age of ten, Sasha's family emigrated from Russia.

1. Look for repetition. Then combine sentences.

Fat: Elena took Jesse to the movies. Jesse is Elena's brother. (10 words)

Trimmed: Elena took her brother Jesse to the movies. (8 words)

Granted, cutting ten words to eight is not much. But consider that it's a 20% reduction, and in a 500-word essay, a 20% reduction amounts to 100 words, the equivalent of a whole paragraph.

Fat: When Maria was sixteen years of age she accepted a position at Wilkens' Fabrics. In this position she learned about fabrics and about how to handle customers. (27)

Trimmed: At sixteen years old, Maria accepted a position at Wilkens' Fabrics, where she learned about fabrics and handling customers. (19)

Re-trimmed: Working at Wilkens' Fabrics at age sixteen, Maria learned to handle both fabrics and customers. (15)

2. Look for telltale words like *which*, *who*, *that*, *thing*, *all*. They often signify the presence of fat.

Fat: Edison was a man who was obsessed by the wonders of electricity. (12)

Trimmed: The wonders of electricity obsessed Edison. (6)

Changing the grammatical subject and replacing *was* with an active verb halved the word count.

Fat: What he most wanted was that the terrorists would release the hostages. (12)

Trimmed: He most wanted the terrorists to release the hostages. (9)

3. Hunt for phrases that add words but no meaning, such as *the fact that*, *due to the fact that*, *at this point in time*, *at the present time*, and comparable usages.

Fat: Hamlet returned home as a result of his father's death. (10)

Trimmed: Hamlet returned home because his father died. (7).

Fat: The troops were in danger due the fact that mines had been planted in the field. (16)

Trimmed: The mine field endangered the troops. (6)

Other Fat Phrases

what I mean is
on account of, as a result of
in the final analysis
few and far between
each and every one
this is a subject that
ten in number
at the age of six years old
most unique
true fact
biography of her life
in regard to, with regard to,
in relation to, with respect to

Trimmed

I mean
because
finally
few
each
this subject
ten
at age six
unique
fact
biography
about

A rich vocabulary can also help turn flabby sentences into tight ones:

Fat: Use a tool with a sharp point that pokes holes in leather. (12)

Trimmed: Use an awl. (3)

Fat: Sometimes his grandfather had a cheerful and dynamic personality, but at other times he withdrew into himself and became angry and depressed. (22)

Trimmed: His grandfather suffered from bipolar disorder. (6)

4. Search for redundancies. Innumerable words are wasted on reiteration of what has already been stated, on repeating the obvious, on restating ideas, on saying the same thing again and again and over and over, driving readers to the brink of madness.

Fat: A cloud of black soot rose up to the sky. (10)

Soot, by definition, is black, and rising clouds can only go up.

Trimmed: A cloud of soot rose to the sky. (8)

Fat: He had a smile on his face. (7)

Where else but on a face would a smile appear?

Trimmed: He wore a smile. (4)

Fat: After carefully scrutinizing the X-ray, the doctor seemed fully engrossed in her own train of thought. (16)

Scrutinize means “to study carefully,” and *engrossed* means “to think fully.” Also, *her own train of thought* is nonsensical because no one can think others’ thoughts.

Trimmed: After scrutinizing the X-ray, the doctor seemed engrossed in thought. (10)

After you have pared your sentences to the bone, re-read what remains and discard still more by tracking down little words like *the*, *a*, *an*, *up*, *down*, *its*, and *and*. Even though it may hurt to take out what you worked hard to put in, don’t whine. Just grit your teeth and do it!

Practice in Trimming Needless Words

Part A

Directions: Tighten these sentences, but preserve their meaning.

1. The author, a man named Peter Jenkins, wrote a book with the title *A Walk Across America*, about walking across America, which he accomplished after walking twenty-five miles a day in order to prepare for his walk across America.

2. There is no reason for the chairperson of the committee, who is Carolyn Welles, to take offense at my suggestion, which is aimed at trying to make the meetings more productive and useful to the entire student body at large.

3. Molly was elected to be the editor of the yearbook in spite of the fact that her grades in writing in English courses are really not very good at all.

4. Some kinds of criticism are good, but other kinds of criticism do more harm than good. Harmful criticism is criticism that tears a person down instead of helping the person overcome or deal with a problem.

Gathering and Arranging Ideas, pages 58–59

Answers will vary. The order of ideas is strictly a matter of personal preference.

A. Advantages:

1. SUV's are comfortable to ride in and to drive.
2. They are safer than ordinary cars.
3. They can carry large loads of people or cargo.

Disadvantages:

1. SUV's are expensive.
2. They guzzle gas, which adds to environmental pollution.
3. Their size makes it hard to find a parking space.

B. Pro:

1. Lotteries give everyone a chance to dream of being wealthy.
2. They are fun to participate in.
3. They help states raise money for good causes, such as education.

Con:

1. Lotteries raise and then dash people's hopes.
2. They encourage addiction to gambling.
3. They appeal mostly to people who can least afford to play.

C. For:

1. Cheating is rampant and something should be done about it.
2. A code will improve the moral climate in the school.
3. Students must learn that there are consequences for cheating.

Against:

1. A code creates an atmosphere of fear and apprehension, like a police state.
2. Students will be reluctant to report on each other.
3. It discourages students from helping each other learn.

D. Agree:

1. War causes people and nations to abandon the qualities that make them human.
2. Wars cause death, suffering, and destruction.
3. Wars cost money that can and should be used for improving lives, not destroying them.

Disagree:

1. War against terrorism provides security for the people.
2. War to depose tyrants is of benefit to mankind.
3. Wars on poverty, drugs, and other social evils improve the quality of life.

Writing an Appealing Opening, page 61

Answers will vary. Be confident that the essay openings you wrote may be no less effective than these samples.

1. Topic: The courage of one's convictions

Most high school kids would rather be caught dead than be considered out of synch with the crowd. An exception to the rule is my best friend, Molly McBride. She would consider herself dead if she couldn't express her individuality and be different from everyone else.

2. Topic: Deadlines

My dad recently bought me a Palm pilot. At first I thought it was a strange gift for a father to present to his son on his 17th birthday. After all, I'm not a business man or a lawyer or a high-powered boomer who needs to keep tabs on meetings and clients and overseas flights to catch. But Dad said that I'd need a Palm pilot very soon, and he was right! I'm applying to more than half a dozen colleges, each with its own deadlines to keep track of and meet, and without my Palm pilot my life would be even more chaotic than it is.

3. Topic: "Keep it! You may need it someday."

If you've ever seen "The Antiques Road Show" on television, you'd never throw anything away; never hold a garage sale, never pass up an opportunity to buy an old toy, an ashtray from the World's Fair, a miniature Statue of Liberty, or any other piece of junk to fill your shelves and clutter up your closets. The reason is that all these things may be great investments and could someday be worth hundreds, even thousands, of times more than you paid for them.

4. Topic: The wrong time in the wrong place

In 1939, almost a thousand Jews managed to escape from Hitler's Germany by boarding the SS *St. Louis*, an ocean liner bound for safety in Cuba. Once they arrived offshore in Havana, however, Cuban authorities would not

let the ship dock. The United States also turned the *St. Louis* away, even though the passengers could see the lights of Miami in the distance. With no place to go, the ship sailed back to Europe. Many of the passengers settled in countries soon to be overrun by the Nazis and perished in the Holocaust.

5. Topic: Responsibility

Why doesn't my mother trust me? Why do I get only \$10 a week allowance? Why must I call home every two hours when I am out with my friends? Why won't my father ever let me borrow his car? How will I ever learn responsibility if I never have any?

Developing Topic Sentences, pages 63–67

Part A

1. Sentence 1
2. None. Implied topic sentence
3. Sentence 7
4. Sentence 10
5. Sentence 1
6. Sentence 1
7. Sentence 1
8. Sentence 3
9. Sentence 2
10. Sentence 6

Part B

Answers may vary.

1. Mother and Father are very different from each other.
2. In the past U.S. athletes dominated the Olympic Games.
3. Monopolies often destroy not only themselves but the incentive of businesses to change and make progress.
4. How little the aristocracy understood the needs of the masses.
5. Vera Simon wrote a gripping and realistic book.
6. Smoking in school is just not worth the trouble it can lead to.
7. But here are my requirements for the perfect rooming area.
8. Age and experience have deprived me of courage and spirit.
9. No topic sentence is needed.
10. Although backward in some respects, a so-called primitive culture can be technologically sophisticated.

Part C

Answers will vary. The topic sentences you wrote may be as good as or even better than these examples.

- a. Of all the equipment needed to traverse the inhuman land of Antarctica, nothing is more important than a team of well-trained sled dogs.
- b. Antarctica takes your breath away.
- c. This is not an idle comparison, because at every turn you are putting your health and safety in jeopardy.

Developing Paragraphs, pages 67–68

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. a. 3 | 2. a. 3 | 3. a. 4 | 4. a. 5 | 5. a. 5 |
| b. 5 | b. 1 | b. 2 | b. 4 | b. 3 |
| c. 1 | c. 4 | c. 3 | c. 1 | c. 2 |
| d. 2 | d. 5 | d. 1 | d. 2 | d. 1 |
| e. 4 | e. 2 | e. 5 | e. 3 | e. 4 |

Identifying Paragraph Unity and Coherence, pages 68–70

1. Sentence 3 destroys the coherence of the paragraph. Delete it. There's no reason to save it, because the idea is reiterated in sentence 7.
2. The paragraph lacks unity. It starts by discussing consequences on young people of smoking marijuana and ends by explaining parents' problems. One way to overcome the paragraph's lack of unity is to divide it into two parts. Another is to expand the topic sentence to include parents, *e.g.*, *Under present law, smoking marijuana can have serious consequences for both young people and their parents*. If this were done, however, the paragraph would need further development.
3. The paragraph is coherent except for sentence 5, which should be deleted. Sentence 2 strongly supports the topic sentence (1). The remaining sentences, except 5, support sentence 2, which is the major supporting sentence in the paragraph.
4. Although the entire paragraph discusses political parties, the discussion is not unified. Sentences 1–3 deal with the two-party system, while sentences 4–7 are about dictatorships. Either divide the paragraph, or add a topic sentence that justifies discussing both topics within a single paragraph.

The second reader commented: “This piece suggests only a limited mastery of composition. Starting with a puzzling and pointless assertion that the quotation ‘is described as a true statement in our society’ (by whom? one wonders), the writer generalizes that ‘good things will happen to people’ who lie. In support of this generalization, the writer offers two weak, underdeveloped examples of people whose lies paid off. Then, the third paragraph undercuts the essay’s main idea with a brief discussion of liar’s guilt. Still more of a puzzle is the last paragraph, which contains matters unrelated to anything that came before.”

Score: 2

Prompt for Essay #2

Think carefully about the issue presented in the following statement:

Fatalists believe that we must accept things as they are, that nothing can be done to change the world for the better. Martin Luther King had such people in mind when he remarked, “The hottest place in Hell is reserved for those who remain neutral in times of great moral conflict.” Maya Angelou added, “If you don’t like something, change it.” And Phyllis Diller, putting it still another way, said, “Never go to bed mad. Stay up and fight.”

Assignment: The first step in making things better is to recognize that a problem exists. Please plan and write an essay in which you identify a school, local, national, or world condition or flaw that, in your opinion, needs to be corrected, and explain why you chose it.

Max’s Essay

A trend these days is to speak up about the world’s mistreatment of the environment. I am not just a tree hugger by saying that without improvement in environmental conditions, my generation and the future generations will suffer in ways too awful to even imagine. At the end of the day you can say the survival of mankind is “hanging in the balance.”

Many countries exploit the Earth’s resources. In some countries, millions of acres of rainforest are being destroyed every year to make room for farmland or to cut lumber to export. Not only does this destroy the habitats of many animals, but kills species of trees and plants that may someday be found to cure cancer, AIDS, MS, or other diseases. In addition, rainforests produce the majority of the oxygen that we need to live. The bottom line is that by clear-cutting rainforests, we are beginning to suffocate ourselves to death.

Other nations exploit the oceans. By dumping garbage, sewage and other hazardous waste into the oceans, they pollute the water. Eventually, the garbage washes back on shore, making the beaches filthy and swimming dangerous. The pollutants also kill and taint the fish in the ocean with toxic materials. Then we end up eating these fish, and the toxins enter our bodies. Many people I know have given up eating tuna fish for the reason they don’t want to put poisonous mercury into their bodies.

Another way the environment is abused is the treatment of the atmosphere. Until the famous Kyoto Treaty, most countries had no laws controlling the amount of harmful gases released by cars and trucks that causes global warming. Some countries still don’t have such laws, and under the Bush administration, the United States withdrew from the Kyoto agreement. I think that governments around the world, including the US, need to force the corporations to reduce their burning of fossil fuels in order for less smoke to mix with clouds to form acid rain, and to stop the trend to global warming.

These are just a few ways which the world abuses the environment. When all is said and done, all people must do their part to leave the world a better place for their children and grandchildren.

PART V

MULTIPLE-CHOICE QUESTIONS

Introduction
Improving Sentences
Questions
Identifying Sentence Errors
Improving Paragraphs
Questions
Answer Key to Practice
Exercises

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Type 3: Sentences Containing Errors in Standard English Usage

Cape Canaveral was renamed Cape Kennedy shortly after JFK was assassinated, its original name was given back to it ten years later.

- (A) was assassinated, its original name was given back to it ten years later
- (B) was assassinated and it got back its original name ten years later
- (C) was assassinated; its original name was restored ten years later
- (D) was assassinated, it was restored to its original name ten years later
- (E) was assassinated; however, with the restoration of its original name ten years later

The underlined text of the original sentence has three problems. The first is punctuation. A comma improperly separates two individual sentences. To avoid this so-called *comma splice*, use (1) a semicolon, or (2) a period and a capital letter for the second sentence. A third option is to keep the comma and add an appropriate conjunction (*and*, *but*, *or*, *nor*, *for*, *yet*, or *so*).

The second problem is wordiness. The underlined text, which contains thirteen words, is less concise than any of the other choices.

And the third problem is awkwardness. The phrase *was given back to it* has a decidedly ungraceful sound.

Which, then, is the best choice?

Choice A repeats the original. Reject it.

Choice B adds the conjunction *and* but omits the comma ordinarily placed between the two parts of a compound sentence. In addition, *it got back its original name* is awkward, due in part to the use of *it* and *its* in the same phrase.

Choice C avoids the problems of the other choices. It is the best answer.

Choice D contains a comma splice. Also, like choice B, it awkwardly repeats the pronoun *it*.

Choice E contains a sentence fragment. That is, the construction beginning with *however* is an incomplete sentence.

It probably took you a few minutes to read the explanations of the three sample sentences. On the SAT, under the pressure of time, you are expected to do a similar but far quicker analysis. Some questions will have definite right and wrong answers; others require judgment. Sometimes two or more choices may be grammatically correct, but the best answer will be the most graceful and effectively expressed sentence. Some items may contain multiple errors, others just one. Some assess your knowledge of standard English usage. Others test your understanding of sentence structure and writing style.

In short, sentence-correction questions deal with dozens of writing problems. The majority, however, relate to one of the following:

Problems in Style and Expression

Wordiness, page 136

Awkwardness, page 137

Faulty word choice, page 138

Faulty idiom, page 138

Problems in Sentence Structure

Sentence fragments, page 139

Run-on sentences, page 141

Semicolon errors, page 142

Comma splices, page 142

Mismatched sentence parts, page 143

Faulty coordination and subordination, page 143

Faulty parallelism, page 146

Mixed construction, page 147

Shifts in grammatical subject, page 148

Shifts in verb tense, page 148

Shifts from active to passive

construction, page 150

Misplaced modifiers, page 151

Dangling modifiers, page 151

Problems in Standard English Usage

Subject-verb agreement, page 152

Faulty verb forms and tenses, page 156

Use of pronouns

Faulty pronoun case, page 157

Shifts in pronoun person, page 159

Pronoun-antecedent agreement, page 159

Faulty pronoun reference, page 161

Faulty comparisons, page 163

Misplaced Modifiers

For clarity, modifiers should be placed as close as possible to the word or words they are meant to modify. When they are far apart, sentences like this may result:

The fellow in the blue SUV with the long hair must be on his way to the concert.

The prepositional phrase *with the long hair* is meant to modify *fellow*, but it modifies *SUV* instead. With the misplaced phrase in its proper place, the sentence reads:

The fellow with the long hair in the blue SUV must be on his way to the concert.

For still further clarity, be sure that the word being modified is included in the sentence. Otherwise, you may have a dangling modifier on your hands, as in:

Hurrying to chemistry lab, the bell rang.

According to this sentence, the bell rang as it hurried to chem lab—not a likely scenario. To fix this so-called dangling modifier, the object being modified (in this case, the person rushing to class) must be included in the main clause.

Hurrying to his chemistry lab, Simon heard the bell ring.

The grammatical subject, *Simon*, is now properly modified by the participle *hurrying to his chemistry lab*.

Dangling Modifiers

The term *dangling modifier* refers to a clause or phrase that appears to modify a word in a sentence but doesn't. For example:

Dangling: Climbing the ladder, Pete's head knocked over the paint can.

At first, this sentence may not strike you as bizarre. But look again, and you'll notice that it says Pete's head climbed a ladder.

Revised: Climbing the ladder, Pete knocked over the paint can with his head.

Adding the noun *Pete* eliminates the dangling modifier.

Sample Questions Containing Misplaced and Dangling Modifiers

1. The plaque was presented to the actor that was engraved with gold letters

- (A) The plaque was presented to the actor that was engraved with gold letters
- (B) The plaque that was presented to the actor engraved with gold letters
- (C) The plaque was presented to the actor who was engraved with gold letters
- (D) The plaque, engraved with gold letters, and presented to the actor
- (E) The plaque presented to the actor was engraved with gold letters

Choice A is wrong because the clause *that was engraved with gold letters* modifies *actor* instead of *plaque*.

Choice B contains the same misplaced modifier as choice A and is also a sentence fragment.

Choice C is a variation of choice A.

Choice D is a sentence fragment.

Choice E has its modifiers in the right place and is a complete sentence. It is the best answer.

2. Driving to Litchfield, the freezing rain made the road slippery and hazardous.

- (A) Driving to Litchfield
- (B) While we drove to Litchfield
- (C) En route to Litchfield
- (D) To drive to Litchfield
- (E) We drove to Litchfield and

Choice A contains a dangling modifier. The phrase *Driving to Litchfield* modifies *rain* instead of the person who did the driving.

Choice B contains *we*, the subject who performed the action. It is the best answer.

Choice C contains the same dangling modifier as choice A.

Choice D makes no sense grammatically or logically.

Choice E is a sentence consisting of coordinate clauses that would be more effectively expressed if one clause were subordinated to the other.

For more details and a practice exercise in misplaced modifiers, turn to page 87.

Faulty verb form, page 181

Faulty idiom results from the misuse of a verb. Instead of *for working*, use *to work*. Choice C is the correct answer.

19. Carrying iPods is more common now among students than cell phones.

20. Cindy has applied to as many colleges if not more than Joanne.

Answers are on page 197.

ERRORS IN GRAMMAR AND USAGE

Noun–Verb Agreement

Nouns and verbs must agree in number. That is, singular nouns must have singular verbs; plural nouns must be accompanied by plural verbs.

The Identifying Sentence Errors section of the SAT almost always includes questions that expect you to recognize agreement errors. Sometimes the error occurs when the subject of the sentence fails to agree with its verb. Just as often, though, the error exists between some other noun and verb in the sentence. (*For a full discussion of subject-verb agreement, turn to page 152.*) Errors occur most often when:

1. Intervening words obscure the relationship between the noun and verb.
2. A singular noun sounds as though it is plural.
3. The noun is one that can be either singular or plural, depending on its use.
4. The noun comes after the verb in the sentence.

Sample Questions Containing Noun–Verb Agreement Errors

1. Ian's achievement as a chef, in addition to his skills as a speaker, make him a popular figure on television cooking shows. No error.

The subject of the sentence is the singular noun *achievement*. The verb *make* is plural. Because the noun and verb don't agree, Choice C is the correct answer. Note that words and phrases coming between a subject and a verb rarely affect the number of the verb.

2. Behind the house there is just one broken-down shed and one pile of rubble that need to be carted to the town dump. No error.

In this sentence, the subject words (*shed* and *pile*) come after the verb (*is*). Because the subject is a compound subject (two nouns joined by *and*), it is considered plural and must be accompanied by a plural verb. Instead of *is*, use *are*. Choice A is the correct answer.

3. About a million and a half dollars have been spent on repairing the road, but only recently has the shoddy construction methods become evident. No error.

The plural noun *methods* fails to agree with the singular verb *has* . . . *become*. Because *has* should be *have*, Choice C is the correct answer.

Pronoun–Antecedent Agreement

Like nouns and verbs, pronouns and antecedents must also agree in number. Singular pronouns need singular antecedents; plural pronouns, plural antecedents. The Identifying Sentence Errors section on the SAT almost always includes one or more questions that test your ability to recognize errors in agreement between pronouns and their antecedents. (*For a full discussion of this topic, please turn to page 157.*)

Practice in Identifying Faulty Verb Tenses

Directions: In these sentences, many of the underlined verbs are in the wrong tense. Write the revised verbs in the spaces provided. Some sentences contain no error.

1. They biked to the top of the mountain and then come back down in time to eat lunch.

2. The garage mechanic thinks that Mrs. Murphy has brought her car in last night.

3. For anyone with enough brains to have thought about the problem, now is the time to work out a solution.

4. When Washington was sworn in as president, he rode to New York from his home in Virginia.

5. If the wagon train would have reached Salt Creek in time, the massacre would have been prevented.

6. The aircraft controller expects to have spotted the plane on radar before dusk last night.

7. The family already finished dinner when the doorbell rang.

8. First the boy put a fire, then dragged a log over to use as a seat, and finally collected enough wood to keep the fire going all night.

9. Rose kept the promise she has given to Charles last year in India.

10. When he talks with Horatio, Hamlet began to suspect foul play in the kingdom.

11. As they drove to Vermont, they had stopped for lunch at Bucky's Bagel Shop.

12. On Route 684, a trooper pulls him over and gave him a speeding ticket.

13. Working all year to improve her writing, Debbie got a story published in the paper.

14. That night at the show we met many people we saw that afternoon.

15. Once the drought had hit eastern Africa, the Somalis have suffered terribly.

Answers are on page 198.

Faulty Verb Form

Every verb has several forms, among them (1) the present, as in *laugh*; (2) the past, formed by adding *-ed* to the present, as in *laughed*; and (3) the participle, formed by adding *has*, *had*, or *have* to the verb's past tense, as in *has laughed* and *had laughed*. The vast majority of English verbs follow this pattern. But some verbs, called irregular verbs, don't follow it. Examples include *break* (*break*, *broke*, *has broken*), *begin* (*begin*, *began*, *has begun*), and *rise* (*rise*, *rose*, *has risen*).

On the SAT a question relating to a verb form, especially to an irregular verb form, appears occasionally.

Sample Question Containing Faulty Verb Form

1. When Dave went to dinner at the professor's
 A
 home, he combed his hair, dressed himself
 B
 in a jacket and tie, and brang the hostess
 C
 a bouquet of flowers. No error.
 D E

Having begun in the past tense, the sentence requires other verbs to be in the past tense. The verbs *went*, *combed*, and *dressed* are in the proper form. The word *brang* is not. The past form of the verb *to bring* is *brought*. Therefore, choice C is the correct answer.

2. Ms. Barnes suspected that the paper may
 A
 have been plagiarized, but Ray insisted that
 he had wrote it himself and that he could
 B C D
 prove it. No error.
 E

The sentence contains five verbs. Only one, *had wrote*, is not in the proper form. Because the past participle of the verb *to write* is *had written*, choice B is the correct answer.

Practice in Identifying Faulty Verb Forms

Directions: In these sentences, the underlined verbs may not be in the proper form. Write the correct form in the spaces provided. Some verbs may be correct.

1. Brian use to arrive late to class almost every day.

3. Given the choice of Monday, Wednesday, or Friday for her talk, Gwen stubbornly demandd to speak on Thursday.

4. After dinner, Sarah cleared the table and blowed out the candles.

5. They had began practice on their own before the coach arrived.

6. When the engine overheated, the radiator hose had bursted.

7. To get a front-row seat, you should have went to the play earlier than you did.

8. The chorus messed up that song because they had never sang it before.

9. Halfway to town I realized that the front tire of my bike had sprang a leak.

10. The novels of Judy Blume have managed attracting millions of adolescent readers.

Answers are on page 198.

2. Conflicts between loggers and environmentalists have regularly rose in the Northwest and other areas of the country.

A Review

While answering Identifying Sentence Error questions, use this checklist as a guide.

- If a verb is underscored, search for errors in tense (*page 180*), form (*page 181*), agreement with the subject or other noun (*page 152*), and parallel structure (*page 146*).
- If a noun is underscored, search for errors in number and agreement with a verb (*page 152*), parallelism (*page 146*), and word choice (*page 168*).
- If a pronoun is underscored, search for errors in case, number, gender, agreement with antecedent, reference to a noun or another pronoun, and agreement with verb (*pages 157–162*), and parallel structure (*page 146*).
- If an adjective or an adverb is underscored, search for errors in word choice (*page 168*), modification (*page 151*), and comparative degree (*page 173*).
- If a phrase or clause is underscored, search for errors in parallel structure (*page 146*) and sentence structure (*page 139*).
- If a participle is underscored, search for an error in modification (*page 87*).

IMPROVING PARAGRAPHS QUESTIONS

This section of the SAT asks six questions about how to revise a draft of a short essay. A question or two may ask about deleting or changing the location of a sentence. Another may ask which revision of a poorly written sentence is best. Still others may ask how to best combine a pair of sentences or to re-write a sentence in order to clarify the essay's main idea.

The wording of paragraph-improvement questions illustrates several of the matters you must deal with:

1. In context, which of the following revisions is necessary in sentence 3?
2. In context, which of the following phrases most logically replaces “them” in sentence 9?
3. The primary effect of sentence 11 is to . . .
4. Which of the following is best placed after sentence 13 as a concluding sentence?
5. Which of the following, if inserted before sentence 1, would make a good introduction to the essay?
6. In context, which is the best way to revise and combine sentences 4 and 5?

7. Which of the following sentences, if inserted before sentence 10, would best improve the fourth paragraph?
8. The best way to describe the relationship of sentence 4 to sentence 5 is that . . .
9. All of the following strategies are used by the writer of the essay EXCEPT . . .
10. In the second paragraph (sentences 5–9), the author tries to . . .

Improving Paragraphs questions occasionally concern grammar and usage, but most of them apply to broader issues of writing, such as the purpose of the essay, organization, unity, development of ideas, the relationship between sentences, and the writer's intentions. You may also be questioned on the structure and function of certain paragraphs as well as the role of individual sentences within paragraphs.

None of these concerns are unique to this section of the exam. In fact, they should sound familiar because they are related to matters of essay writing discussed earlier in this book. That's why you'll be referred repeatedly to previous pages to review and master selected skills of writing.

Eliminate choice B because the paragraph provides no real evidence that boating is a popular pastime. Neither choice C nor D is justified by the contents of the paragraph. Only choice E offers a reasonable answer. In fact, the paragraph deals favorably with sailboats and motorboats but ends with a slightly surprising statement—that the author prefers canoes. Choice E, therefore, is the best answer.

2. Sentence 2 differs from other sentences in the first paragraph because it

- (A) emphasizes a major point of the essay
- (B) changes the meaning of words taken from a previous sentence
- (C) presents the writer's personal opinion
- (D) changes the tone of the essay
- (E) provides an important transition between the sentences that precede and follow it

Eliminate choice A because the sentence is unrelated to the essay's main point. Choice C is wrong because sentence 2 states a fact that can be proved, not an opinion. Choice D is wrong because the tone of the essay has not yet been established, and choice E does not accurately describe the function of sentence 2. An analysis of the paragraph shows that the phrase *go faster* is used in both sentence 1 and sentence 2. In sentence 1, the phrase refers to the speed of boats on water. In sentence 2, it refers to the popularity of boats among consumers. Therefore, choice B is the best answer.

3. Of the following, which is the best version of the following underlined portion of sentence 10?

Requiring almost no care at all, you only have to paint it every few years or bang out some dents if you ride it through rapids.

- (A) As it is now
- (B) Requiring little care, canoes need only to be painted
- (C) Requiring little care, paint is all it needs
- (D) Caring for it easily, you only have to paint it
- (E) Only paint it

The sentence needs revision because it contains an error in modification. Choice A is wrong because the phrase *Requiring almost no care at all* is a dangling participle that modifies *you* instead of

canoes. Choice C is a variation of A. Choices D and E, although grammatically correct, make little sense in the context. Choice B, the only remaining choice, is the best answer.

4. Which of the following should be done with sentence 11 (reproduced below)?

Some high-end canoes are made of canvas covering a sturdy wood frame, caned seats and copper and brass trim.

- (A) Insert the phrase "Speaking of costs" at the beginning.
- (B) Delete it; the sentence is irrelevant.
- (C) Insert it between sentence 8 and sentence 9.
- (D) Combine it with sentence 4.
- (E) Move it to the end of paragraph 1 (after sentence 5).

Because the sentence contains information about the materials used to build canoes, it does not fit logically anywhere in the essay. The phrase suggested in choice A attempts to establish a link between the sentence and the second paragraph, but the writer is not discussing costs at that point in the essay. Therefore, choice B is the best answer.

5. In context, which is the best way to revise and combine sentences 14 and 15 (reproduced below)?

One can use it on rivers, too. Marshes and small streams are fine for using a canoe.

- (A) One can use it on rivers, too, as well as marshes and small streams.
- (B) You can use it on rivers, too, and marshes and small streams are fine for using a canoe.
- (C) You can use it on rivers, marshes, and small streams.
- (D) Using it for rivers and paddling on marshes and small streams in a canoe.
- (E) One can use it on rivers and small streams and in marshes, which are fine for using a canoe.

Because the two sentences appear in a paragraph that uses the second-person pronoun (*you*), eliminate choices A and E. Choice D is a sentence fragment. Choice B is ineffective because its two coordinate clauses are not in the same grammatical

Utopia is the name often given to a society in which everything is thought to be perfect. Everything in the society, from its economic policies to its social practices, is designed to keep the society functioning without difficulty. In Utopia all people are happy, wise, equal, prosperous, and well-educated. Utopia is an appropriate name. It comes from the Greek word meaning “no place.”

3. **Definition by analogy.** The qualities of a spider web are defined in the following paragraph by comparing a web and a fine musical instrument.

A spider’s web is an exquisite musical instrument. It is constructed of many strings of different lengths under various degrees of tension. It is played upon by the rain and the wind, by other insects, and by the master musician herself, the spider. So sensitive is the spider’s sense of touch that from one corner of the web she can locate a struggling victim, determine its size, and, by the rhythms and tempo of vibrations, judge it to be a moth, a hapless mosquito, housefly, or other insect.

4. **Comparison and contrast.** In the paragraph that follows the personalities of two men—one real and one fictional—are defined by comparing and contrasting some of their traits.

Albert Perry may have been the model for Hal Roet in Thayer’s new novel. Thayer calls Roet an “unpredictable farmer.” The real-life Perry was a tobacco farmer for years and was known throughout Piedmont County as Peripatetic Perry. At 30, he unexpectedly left his wife and went to New York to become a rock and roll singer. Roet, too, left his farm in the hands of his wife and traveled around the country with a rodeo. But the similarity ends there. Perry was compulsively self-revealing. Roet was quiet and unassuming. Perry was indifferent to his family, while Roet was torn, anguished, and guilt-ridden about abandoning Marion and the three children. Finally, Perry craved fame. Roet, in contrast, didn’t care a nickel about becoming a famous bronco rider. He was in it for the thrill of doing something dangerous.

5. **Cause and effect.** The details of a cause-and-effect paragraph explain or demonstrate how one event or set of circumstances leads to, or causes, another event or set of circumstances. The following passage describes the consequences of one-sixth gravity.

Because the moon has only one-sixth the gravity of the Earth, people on the lunar surface weigh only a fraction of their normal poundage. They walk easily, each step evolving into a rhythmic, bounding motion that feels like a stroll on a trampoline. At the same time, starting and stopping require unusual bursts of energy. To stop forward motion, they must dig their heels into the ground and lean backward. If they fall, they descend in slow motion, and the impact is no stronger than falling onto a feather bed. Getting up again is difficult and enervating, however.

6. **Process analysis.** A paragraph analyzing a process explains how to perform the steps of a process or procedure.

When repainting a room, it’s best to remove as much furniture and carpeting as possible. Be sure to cover everything left behind with a tarpaulin or plastic sheet. Using a roller, paint the ceiling first. While the ceiling dries, paint windows, doors, and trim, except for baseboards. Then paint the walls. Try to avoid changing paint cans in the middle of a wall because the paint color from two different cans may not match exactly. If you expect to finish a can before you finish a wall, pour the paint from two cans into a large bucket and mix well. One coat of paint is usually not enough, so be prepared to apply a second coat to all surfaces. Paint the baseboards last.

7. **Classification.** A paragraph of classification breaks a general category into its component parts.

Vegetables can be classified according to climate and growing requirements. Early vegetables like leaf lettuce, spinach, radishes, and peas grow best in cool weather and are planted shortly before the last frost. Moderately hardy vegetables, including potatoes and onions, should also

9. ____ a. Each layer is another page that tells the story of volcanic eruptions, massive floods, and the advance and retreat of the Ice Age.
- ____ b. Unfortunately, it also tells of the present day's pollution of the earth's air and lands.
- ____ c. If you can read its language, the sediments contain a record of all the dramatic and catastrophic events that have occurred through the earth's history.
- ____ d. The ocean floor is a diary of the earth.
10. ____ a. He became blind in 1652 and used his daughter as an instrument to write some of his finest poems.
- ____ b. His daughter, with her quill pen in hand, sat with her father to record his thoughts, to read them back, to make revisions in whatever way Milton wanted.
- ____ c. The first poet to use a word processor was John Milton.
- ____ d. The actual processing of words went on in Milton's head.
11. ____ a. After winning two Critics' Circle awards and the Pulitzer Prize for drama, Tennessee Williams earned fame and lots of money.
- ____ b. Usually, he's named with Eugene O'Neill and Arthur Miller as one of the leading American dramatists of the 20th century.
- ____ c. They flocked to Broadway to see his plays and later swarmed to the movies to see filmed versions of his works.
- ____ d. All of a sudden, the public began to view him as one of the best of the modern playwrights.

Answers are on page 62. For more details and a practice exercise on paragraph development, see page 62.

Functions of Paragraphs

A paragraph-improvement question may single out a paragraph or one of its parts and ask you to identify its role in the essay. To answer the questions, you should understand how paragraphs function in an essay. Part III, on essay writing, offers a thorough discussion of this topic, but here is a brief overview.

The First Paragraph. An effective opening paragraph introduces the essay and makes the intent of the essay clear to the reader. Because the essay you'll scrutinize on the SAT won't be more than three or four paragraphs long, its introduction will be succinct and straightforward. SAT questions often refer to sentences in the first paragraph that are irrelevant to the essay's main idea.

The Last Paragraph. The final paragraph should give the reader a sense of completion. A weak or irrelevant conclusion may dilute or even obliterate the effect of the essay. No ending is as effective and emphatic as one that grows logically out of a thoughtful arrangement of the writer's ideas. A good last paragraph, for example may suggest a solution to a problem discussed in the essay. Or it may call on the reader to think about an issue or perform an action. On the SAT any concluding paragraph that seems to end the essay very abruptly, that dissolves into irrelevancy, or that fits the essay too loosely is fair game for a multiple-choice question.

Developmental Paragraphs. Paragraphs usually perform more than one function in an essay's development. For example, a paragraph may carry forward the main point of the essay by contributing a solution to the problem being discussed. At the same time, it may reinforce an idea proposed earlier and also supply background information for the next paragraph.

On the SAT, you may be asked to identify the main function of a particular paragraph. Function has little to do with meaning. Rather, it pertains to the role the paragraph plays in the journey from the beginning to the end of the essay. Developmental paragraphs can perform myriad functions, among them:

- Reinforce an idea with a telling example
- Evaluate an opinion stated earlier

24. Although it appears cold and forbidding on
A
its surface, the Caspian Sea, the greatest of all
B C
inland seas, teems with aquatic life in its depths.
D
No error.
E
25. The names Leno and Letterman may be
A
alphabetically close together, but Leno is
B
the funnier comedian and Letterman
C
the quickest. No error.
D E
26. The in-class activity consisted of forming into
A B
groups, discussing the questions about the
book, and give a presentation in front of the
C D
class. No error.
E
27. Reflecting on the size of our national debt,
A
one might well ask yourself how the most
B C
powerful nation on earth could have gotten
D
itself into such a mess. No error.
E
28. At Burger King, the hamburgers are very
similar to McDonald's, except they are
A B
slightly smaller and contain less fat.
C D
No error.
E
29. The achievements as well as the failures of
the space program has been a matter of
A B
contention for many years as many interest
C
groups compete for a share of the federal
D
budget. No error.
E

Section 3

Multiple-Choice Questions

TIME—10 MINUTES

IMPROVING SENTENCES

Directions: The underlined sentences and sentence parts below may contain errors in standard English, including awkward or ambiguous expression, poor word choice (diction), incorrect sentence structure, or faulty grammar, usage, and punctuation. Read each sentence carefully and identify which of the five alternative versions most effectively and correctly expresses the meaning of the underlined material. Indicate your choice by filling in the corresponding space on the answer sheet. Choice A always repeats the original. Choose A if none of the other choices improves the original sentence.

- After the book was published, the author has been criticized for plagiarizing passages from other books.
 - author has been criticized for plagiarizing
 - author was criticized for plagiarizing
 - author will be criticized for plagiarizing
 - author would have been criticized for plagiarizing
 - author, being criticized for plagiarizing
- The new nuclear desalinization plant, being built on the river bank, and is costing far more than expected.
 - plant, being built on the river bank, and is costing far more than expected
 - plant is costing far more than expected, it is being built on the river bank
 - plant being built on the river bank is costing far more than expected
 - plant is costing far more than expected, being built on the river bank
 - plant to be built on the river bank and to cost far more than expected
- At five years old, my father took me to get a haircut for the very first time.
 - At five years old, my father took me to get a haircut for the very first time
 - At five years old, my father took me to get my first haircut
 - My father took me at five years old to get a haircut for the very first time
 - When I was five, my father took me for my first haircut
 - At age five I was taken by my father to get my first haircut, something I had never had before
- Not three weeks following Lance Armstrong's victory in the Tour de France bicycle race but the doctors diagnosed him with cancer.
 - but the doctors diagnosed him with cancer
 - but the doctors had him diagnosed with cancer
 - than he has been diagnosed by the doctors that he had cancer
 - but cancer had been diagnosed in him by doctors
 - than doctors diagnosed his cancer

11. Twenty years ago Peterson took a job with the federal Bureau of Land Management, and he has been responsible for maintaining public lands ever since.
- (A) and he has been responsible for maintaining public lands ever since
 - (B) since then his responsibility has been maintaining public lands
 - (C) wherever since he is responsible for maintaining public land
 - (D) he has been responsible for maintaining public lands since then
 - (E) and since then is responsible for maintaining public lands
12. Flowing through sand, rocks, and silt, variations in the speed of underground water are many.
- (A) variations in the speed of underground water are many
 - (B) underground water travels at various speeds
 - (C) the speed of underground water varies
 - (D) underground water speeds vary
 - (E) running underground water vary in speed
13. They not only spoke enthusiastically about the new fertilizer but also praised the farmers who tried it.
- (A) They not only spoke enthusiastically about the new fertilizer but also praised
 - (B) They not only spoke enthusiastically about the new fertilizer but also praising
 - (C) They not only spoke enthusiastically about the new fertilizer but also to praise
 - (D) They spoke enthusiastically not only about new fertilizer but also praising
 - (E) They spoke both enthusiastically about the new fertilizer, but they also praised
14. In his zeal to make a realistic movie, the director studied the language of the street gang, and the dialogue was made to sound authentic.
- (A) gang, and the dialogue was made to sound authentic
 - (B) gang and making the dialogue sound authentic
 - (C) gang and made the dialogue sound authentic
 - (D) gang, with the result being that the dialogue is authentic-sounding
 - (E) gang in where the dialogue sounds authentic

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End of Section 3.
Do not return to Sections 1 or 2.

END OF WRITING TEST.

Grammar, Usage, and Mechanics

- 6 Virtually or entirely error-free
 5 Contains some minor errors
 4 Some minor errors; one or two major errors
 3 Accumulated minor and major errors
 2 Contains frequent major errors that interfere with meaning
 1 Contains severe errors that obscure meaning

Score For rating yourself

Total of six scores _____

Divide total by 6 to get score: _____ (A)
 (Round to the nearest whole number.)

(A) + (B) = ESSAY SUBSCORE _____
 (0–12)

For a second opinion

Total of six scores _____

Divide total by 6 to get score: _____ (B)
 (Round to the nearest whole number.)

ANSWERS TO MULTIPLE-CHOICE QUESTIONS**Section 2**

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

Section 3

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

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PERFORMANCE EVALUATION CHART

I. Self-Rating Chart

Section 2

Improving Sentences, questions 1–11 Number correct _____

Identifying Sentence Errors, questions 12–29 Number correct _____

Improving Paragraphs, questions 30–35 Number correct _____

Section 3

Improving Sentences, questions 1–14 Number correct _____

Subtotal _____ (A)

Wrong answers (Do not count unanswered questions)

Section 2 Number wrong _____

Section 3 Number wrong _____

Subtotal _____ (B)

Subtract $\frac{1}{4}$ point (0.25) from (B) for each wrong answer _____ (C)

(A) minus (C) = _____ (D)

Round (D) to the nearest whole number for your MULTIPLE-CHOICE RAW SCORE _____

ESSAY SUBSCORE _____

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ANSWER EXPLANATIONS

Note: Although many choices contain multiple errors, only a single error is listed for each incorrect answer.

SECTION 2—IMPROVING SENTENCES

1. **C**
 - A. Mixed construction. The construction that begins with *The captain standing* has no grammatical relationship with the main clause.
 - B. Redundancy. Use either *he* or *the captain*, not both.
 - D. Mixed construction. The infinitive phrase that begins *To stand* is not logically related to the main clause.
 - E. Faulty coordination. This compound sentence contains two ideas that would be more effectively stated in a complex sentence.
2. **C**
 - A. Faulty parallelism. Coordinate elements in a sentence should be in parallel grammatical form. The phrases *of kicking* and *to hear* are not parallel.
 - B. Idiom error. In context, the preposition *by* is not standard usage. Use *of* or *from*.
 - D. Idiom error. In context the phrase *to kick* is not standard English usage.
 - E. Misplaced modifier. The phrase *after having kicked a soccer ball* should not refer to crowd but to the scorer of the goal. Use *after I have kicked*.
3. **E**
 - A. Subject–verb agreement. *Chief of Staff* is singular; *influence* is plural.
 - B. Subject–verb agreement. *Chief of Staff* is singular; *are being* is plural.
 - C. Subject–verb agreement. *Chief of Staff* is singular; *are increasing* is plural.
 - D. Wordiness. The words *increasingly* and *more* are redundant.
4. **D**
 - A. Sentence fragment. The construction lacks a subject and a verb.
 - B. Wordiness and redundancy. The phrase *graduates of fifty years ago* and the word *alumni* are redundant.
 - C. Verb tense. The verb *graduating* implies present action, but the sentence refers to events in the past.
 - E. Diction error. *Alumni* do not graduate from college; *students* do.
5. **D**
 - A. Sentence fragment. The construction lacks a main clause.
 - B. Mixed construction. The clause beginning *and who did so* is grammatically unrelated to the first clause.
 - C. Shift in verb tense. Cast in the past tense, the sentence shifts to the present.
 - E. Shift in grammatical subject. The subject shifts from *Bromley* to *the tale*.

14. Telemarketers are finding greater success
A
making sales when they phoned customers
B C
in the morning rather than late in the day.
D
No error.
E
15. Child psychologists will tell you that young
A
children which are pushed into activities
B C
prematurely may suffer the pain of failure
D
and frustration. No error.
E
16. Although Martin Luther King's birthday is
A B
January 15th, it is celebrated on the third
C
Monday of January, regardless of the date.
D
No error.
E
17. Work in specialized fields such as bacteriology,
A
public health, and physics require at least a
B
bachelor's degree, and for a career in
management or research, a master's degree
or even a doctorate is required. No error.
C D E
18. The governor has often proposed reductions
A
in the sales tax because consumers can benefit
B
from this wherever they go to the store.
C D
No error.
E
19. In his memoir, Baker tells stories about the time
A B
before he entered high school, when he
is having to deliver newspapers to the huge
C
estates and mansions that lined the riverfront.
D
No error.
E
20. Even after Elvis died it was rumored that
A B
he was seen roaming the land, driving his car,
showing up unexpectedly at rock-n-roll
C
concerts, and he made his countless fans very
D
excited. No error.
E
21. To the disappointment of the crowd, neither
A B
the president nor any of his aides were able to
C D
attend the ceremony. No error.
E
22. Melissa was taught early in life that,
A
regardless about her feelings, she should
B
always wear a smile, try to be cheerful and
C
upbeat, and never say anything bad about
somebody else. No error.
D E
23. As a freshman becomes adjusted to the
A
routines and demands of college life, one may
B
realize that the rigors of high school were
C D
good preparation. No error.
E

32. Which is the best way to combine sentences 12, 13, and 14 (reproduced below)?
- Much of Egypt is covered by desert. The desert is irrigated by the Nile River. It is longer than any river in the world.*
- (A) The Nile, the longest river in the world, irrigates the desert that covers much of Egypt.
- (B) Egypt, which is covered by desert, is irrigated by the Nile, which is longer than any river in the world.
- (C) The desert, which covers much of Egypt is irrigated by the Nile, which is longer than any river in the world.
- (D) The longest river in the world, the Nile River, irrigates the Egyptian desert, which means that the river irrigates most of the country.
- (E) Much of the desert covering much of Egypt lies alongside the Nile, the longest river in the world, and much of it is irrigated by it.
33. To improve the coherence of paragraph 3, which of the following sentences would be best to delete?
- (A) Sentence 15
- (B) Sentence 16
- (C) Sentence 17
- (D) Sentence 18
- (E) Sentence 19
34. Which of the following sentences is most in need of further support and development?
- (A) Sentence 1
- (B) Sentence 2
- (C) Sentence 5
- (D) Sentence 11
- (E) Sentence 14
35. Considering the essay as a whole, which one of the following least accurately describes the function of sentence 20?
- (A) It summarizes the essay's main idea.
- (B) It serves to unify the essay.
- (C) It proves the validity of the essay's main idea.
- (D) It defines the purpose of the essay.
- (E) It gives the essay a sense of completion.

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End of Section 2.

Do not return to Section 1. Do not proceed to Section 3 until the allotted time for Section 2 has passed.

Section 2

Multiple-Choice Questions

TIME—25 MINUTES

IMPROVING SENTENCES

Directions: The underlined sentences and sentence parts below may contain errors in standard English, including awkward or ambiguous expression, poor word choice (diction), incorrect sentence structure, or faulty grammar, usage, and punctuation. Read each sentence carefully and identify which of the five alternative versions most effectively and correctly expresses the meaning of the underlined material. Indicate your choice by filling in the corresponding space on the answer sheet. Choice A always repeats the original. Choose A if none of the other choices improves the original sentence.

EXAMPLE

ANSWER

My old Aunt Maud loves
to cook, and eating also.

(A) ☒ (B) ☐ (C) ☐ (D) ☐ (E) ☐

- (A) cook, and eating also
- (B) cook and to eat
- (C) cook, and to eat also
- (D) cook and eat besides
- (E) cook and, in addition, eat

1. The book's descriptions of the country and the town, in addition to its recent release as a movie, explains why sales of the book have suddenly boomed in stores and online.
 - (A) explains why sales of the book have suddenly boomed
 - (B) explain the sudden boom in its sales
 - (C) are the reason why the book's sales have boomed suddenly
 - (D) explain why it has suddenly boomed its sales
 - (E) is the explanation for the sudden boom in sales
2. Jogging a mile consumes the same number of calories as if you walk two miles.
 - (A) as if you walk
 - (B) as to walk
 - (C) than to walk
 - (D) as walking
 - (E) as it does when walking

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3. Because Lisa expected not to go to college, she is taking little interest in school and doing poorly.
- (A) she is taking little interest in school and doing poorly
 (B) she took little interest in school and did poorly
 (C) she takes little interest in school and does poorly
 (D) school interested her little and did poorly
 (E) she would take little interest in school and does poorly
4. No one was more happier than me that you won a college scholarship.
- (A) more happier than me
 (B) happier but me
 (C) more happy like myself
 (D) as happy like I am
 (E) happier than I
5. After 9/11, some people questioned the government's authority to determine about more thorough screening of passengers at the airport.
- (A) determine about more thorough screening of passengers
 (B) determine whether passengers should be more thoroughly screened
 (C) determine whether or not the screening of passengers more thoroughly
 (D) determine about the screening of passengers more thoroughly
 (E) determine if more thorough passenger screening
6. The pollution of the municipal well having been discovered, the town posted notices urging people to boil their water.
- (A) The pollution of the municipal well having been discovered,
 (B) The municipal well's pollution being discovered,
 (C) When having made the discovery of the pollution of the water in the municipal well;
 (D) After discovering pollution in the municipal well,
 (E) Pollution was discovered in the municipal well,
7. Whether Charles in fact sent the e-mail or did not to Rose is unclear, but the letter would definitely have given her morale a boost.
- (A) Whether Charles in fact sent the e-mail or did not
 (B) Whether in reality Charles sent the e-mail or did not
 (C) The actuality of the sending of the e-mail by Charles
 (D) That Charles in fact sent the e-mail
 (E) Charles, whether or not he sent the e-mail
8. Two years ago, Ohio State University defeated all of its rivals in football, nevertheless, they did not win the honorary title of National Champion.
- (A) football, nevertheless, they
 (B) football, they nevertheless
 (C) football, they
 (D) football; consequently, it
 (E) football, but it
9. Because it is blessed with a mild and pleasant climate, southern California has become more popular than Florida as a place to retire.
- (A) California has become more popular than
 (B) California had been as popular as
 (C) California having become more popular than
 (D) California's popularity is more than
 (E) California has greater popularity as

11. An event in Richard's life story that moved me greatly was when he was separated from the family.

- (A) when he was separated from the family
(B) when he and the family were separated
(C) his separation from the family
(D) the separating from the family
(E) the separation between he and the family

Directions: The underlined and lettered parts of each sentence below may contain an error in grammar, usage, word choice (diction), or expression (idiom). Read each sentence carefully and identify which item, if any, contains an error. Indicate your choice by filling in the corresponding space on the answer sheet. No sentence contains more than one error. Some sentences may contain no error. In that case, the correct choice will always be E (No error).

ANSWER

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

A	B
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1	2
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1	

C
D

E

13. Edith Wharton's novel *Ethan Frome* was made

2750

school. No error.

E

B	C
1	1
2	2
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99	99
100	100

and meaning of the original story. No error.

D E

31. Which is the best revision of the underlined segment of sentence 10 (reproduced below)?
- One positive feature of nuclear energy is that energy is cheaper and can be made easy.*
- (A) energy is cheaper and can be made easily
 (B) energy is made cheaper and more easily made
 (C) it is cheap and easy to make
 (D) it is both cheap as well as made easily
 (E) it's more cheaper and easier to make
32. To improve the coherence of paragraph 2, which of the following is the best sentence to delete?
- (A) Sentence 4
 (B) Sentence 5
 (C) Sentence 6
 (D) Sentence 7
 (E) Sentence 8
33. In the context of the sentences that precede and follow sentence 13, which is the best revision of sentence 13 (reproduced below)?
- Watch out for human error and careless workmanship.*
- (A) Human error and careless workmanship are almost unavoidable
 (B) Especially human error and careless workmanship.
 (C) There's hardly no foolproof way to prevent human error and careless workmanship.
 (D) You must never put down your guard against human error and careless workmanship.
 (E) Accidents can happen accidentally by human error and careless workmanship.
34. With regard to the entire essay, which of the following best explains the writer's intention in paragraphs 2, 3, and 4?
- (A) To compare and contrast three technological achievements
 (B) To provide examples of the pros and cons of technological progress
 (C) To analyze the steps needed for achievement in three areas
 (D) To convince readers to be open to technological change
 (E) To advocate more funds for technological research and development
35. Assume that sentences 15 and 16 were combined as follows: *A significant advance in medicine has been the invention of the CAT scan.* Which of the following is the best way to continue the paragraph?
- (A) The CAT scan allows your doctors to make pictures of a brain to see if it has a growth on it, a cancer is growing, or tumors at an early stage.
 (B) The CAT scan permits your doctors to make a picture and see if your brain has a growth on it, or whether or not you have brain tumors or brain cancer at an early stage.
 (C) Taking pictures with a CAT scan, your brain is studied by doctors for growths, brain tumors, and cancer at an early stage.
 (D) Doctors may make pictures of your brain to see if there is a growth, a tumor, or cancer at an early stage of it.
 (E) With this device a doctor may look into a patient's brain to check for growths and to detect cancerous tumors at an early stage.

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End of Section 2.

Do not return to Section 1. Do not proceed to Section 3 until the allotted time for Section 2 has passed.

13. **D** A. Pronoun reference. The pronoun *it* fails to refer to a specific noun or pronoun.
B. Comma splice. Commas may not be used to separate two independent clauses.
C. Tense shift. The sentence, cast in the present tense, improperly shifts to the past tense.
E. Idiom. The construction is in nonstandard English.
14. **E** A. Faulty comparison. *Other* should be used when comparing one thing with a group of which it is a member. Use *any other highway*.
B. Misplaced modifier. The phrase that begins *Of all the roads . . .* should modify *I-95*, not *travelers*.
C. Diction error. Use *amount* to refer to mass quantities; use *number* to refer to anything that can be individually counted.
D. Faulty comparison. When comparing three or more things, use *most* instead of *more*.

Section 1

ESSAY

Time allowed: 25 minutes

Limit your essay to two pages. Do not skip lines. Write only inside the box.

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9. Just as the number of applications to Stanford and Yale has grown annually since 1998, so has Columbia's applicant pool risen steadily.
- (A) so has Columbia's applicant pool risen steadily
 - (B) Columbia attracted applicants in steadily rising numbers
 - (C) Columbia is steadily gaining applicants in its pool
 - (D) and so then, for Columbia, a rising applicant pool has grown steadily
 - (E) and like them Columbia's steadily rising pool of applicants
10. The city of Oakland, California, suffers from a high crime rate, while it is a very desirable place to live.
- (A) suffers from a high crime rate, while it is
 - (B) although suffering from a high crime rate, is
 - (C) suffering from a high crime rate made it
 - (D) which suffers from a high crime rate, although it is
 - (E) whose rate of crime is high, makes it
11. Drivers in Washington, D.C., say that the city is at once frustrating because of its numerous traffic circles but they have designed it beautifully.
- (A) but they have designed it beautifully
 - (B) although it is beautifully designed
 - (C) yet it is beautiful in its design
 - (D) while being designed so beautifully
 - (E) and pleasing because of its beautiful design

5. The atmosphere in the classroom changed when the snow started to fall outside and the teacher could not get them to pay attention to the lesson after that.
- (A) outside and the teacher could not get them to pay attention to the lesson after that
 - (B) outside, the teacher was unable to bring the class's attention back to the lesson after that
 - (C) outside, and the teacher could no longer get the children to pay attention to the lesson
 - (D) outside, causing them to lose attention to the lesson, despite the teacher's effort
 - (E) outside, in spite of the teacher's effort was unable to get them to pay attention to the lesson after that
6. Of the four seasons in New England, Granny most loves the autumn, of which she finds the mild days and cool nights especially appealing.
- (A) autumn, of which she finds the mild days and cool nights especially appealing
 - (B) autumn; she finds the mild days and cool nights especially appealing
 - (C) autumn, and it is especially the mild days and cool nights that are of appeal
 - (D) autumn; the appeal of the mild days and cool nights especially
 - (E) autumn, especially appealing to Granny are the mild days and cool nights
7. Today's newspaper says that mathematics is far more popular among Japanese high school students than among American students.
- (A) than among American students
 - (B) than students in America
 - (C) compared to American high school students
 - (D) than mathematics is among high school students in America
 - (E) than its popularity among American students
8. In the 19th century, immigrants entered the United States with few limitations and restrictions, but they have multiplied since then.
- (A) restrictions, but they have multiplied since then
 - (B) restrictions, but they have now multiplied
 - (C) restrictions, and have since multiplied
 - (D) restrictions, which, since then, have multiplied
 - (E) restrictions, since multiplied
9. In Moscow, famous composers, artists, and writers are buried in a special cemetery, and they only must be Russian.
- (A) famous composers, artists, and writers are buried in a special cemetery, and they only must be Russian
 - (B) there had been buried in a special cemetery famous composers, artists, and writers who have been only Russian
 - (C) being buried in a special cemetery only for famous composers, artists, and writers who are Russian
 - (D) a special cemetery for burying only famous Russian composers, artists, and writers
 - (E) famous Russian composers, artists, and writers are buried in a special cemetery
10. The Boston Tea Party was a minor historical event with which the colonists either intended to challenge or abolish the king's unfair tax on imports.
- (A) event with which the colonists either intended to challenge or abolish
 - (B) event, about which either the colonists intended to challenge or to abolish
 - (C) event that had the intention of either challenging or to abolish
 - (D) event, the use of which was either a challenge or it abolished
 - (E) event that the colonists used to challenge or abolish

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